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ABSTRACT

This history traces the International Reading Association (IRA) back to its roots in the organization of the International Council for the Improvement of Reading Instruction and of the National Association of Remedial Teachers, which merged to form the IRA in 1956. Developments since 1956 are discussed chronologically, with attention to the emphases at the annual conventions, publications, committee work, and leadership. The chronology is presented in separate sections on new beginnings as IRA, consolidating gains and moving ahead, growing up on a budget, the quest for change and efficiency, the publications explosion, extending frontiers, restraint and a search for financial stability, a period of orderly growth, and a vision of the future. A lengthy series of appendixes presents information on convention sites, annual awards, election results, publications, budget growth, and membership figures. (AA)

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READING REFLECTIONS

The History of the
International
Reading
Association

Bob W. Jerrolds
The University of Georgia

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The history of IRA is the story of a splendid group of persons that worked hard, contributed freely, and shared ideas. In writing the history, I have relied on primary sources, secondary sources, and the memories of those who were there. Among a generous people, it is difficult to establish who deserves credit for what. Any errors or misinterpretations, I shall claim for my own.

BOB W. JERROLDs

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The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinion on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

Foreword

The bicentennial year just ended brought with it an intensified concern with origins. Realization has grown that beginnings help to shape the nature and direction of development. To look back at the hopes and ambitions of fond parents can help one to understand and appreciate both the accomplishments and the shortcomings of their offspring. This is as true of organizations as it is of individuals.

If one counts the years before the merger, the International Reading Association is thirty years old, a vigorous young adult as organizations go. It was not always thus. As one can read in Chapter One, the infant ICRI organization narrowly escaped death from malnutrition, only to be saved by the resourcefulness of its then president, Nila Banton Smith. Dr. Smith, who recently died after more than fifty years as an inspiring leader and teacher of reading teachers, gave most generously of her time, her energy, her bold imagination, and her financial support. IRA owes a great debt to her and to other pioneers who unselfishly gave their time and effort to the young organization and who are now gone: William S. Gray, Gerald Yoakam, Paul A. Witty, Ruth Strang, Elva E. Knight, and many, many others. It is fitting that their contributions should be memorialized in this volume.

It has been my privilege to have been active in both of the organizations which merged to form IRA, and to have served on the History of IRA Committee from its inception through the completion of this book. I know that this account is as accurate as it can be, granted that records of the early days are incomplete, perceptions of a single event by different participants may not always agree, and memories of events long past are often hazy. Bob Jerrolds and the chairpersons who preceded him (especially Helen M. Robinson Jobe) have done a remarkable job of painstaking research, poring through old records and minutes, interviewing participants by mail and in person, and checking one source against another. This account is as accurate as human fallibility allows.

Dr. Jerrolds has gone far beyond a mere assembling of facts. He has searched for the kind of information that humanizes history—the apt anecdote, the vignette that reveals personality, the significant event. His felicitous style of writing restores the past to life and pro-

vides the reader with an entertaining as well as an accurate chronicle. He has also sought for and found the main trends, the important changes, and in stressing these has successfully avoided the trap of getting lost in a welter of details. The significance of events, and of the persons involved in them, is clearly revealed by Dr. Jerrold's account.

For those involved in an organization like IRA, a knowledge of the origins and history of the association helps one to understand what the group stands for, how it got that way. It gives the organization the equivalent of a sense of personal identity. To the thousands of people who work devotedly for IRA and its hundreds of associated councils, this volume explains how we got started, how we grew, and what we have tried to do. This provides a perspective to help shape our goals and directions for the future.

ALBERT J. HARRIS

Chapter One

A Parent Is Born

On a very hot summer afternoon in 1947 at Temple University in Philadelphia, six people gathered informally and began talking about forming an organization of persons in the area of reading instruction. Being concerned with the entire field of reading instruction, the Temple group concluded that its needs could be advanced most speedily and efficiently through an organization. Emmett A. Betts paid 36 cents for six bottles of cola for that little group which, besides Betts, included Gertrude Williams, Jack Yourman, Evelyn Kent Davidson, Eugene W. Shronk, and Elona Sochor. Twenty-four years later, President Donald L. Cleland presented the International Reading Association Citation of Merit to Betts and presented him with a desk set consisting of a pen, six cola bottle caps, and 36 cents in coins minted in 1947 or earlier.

For several months, the idea of an organization seemed to be fading. Finally on October 11, 1947, thirty-four people gathered in the big Clinic Room of Mitten Hall at Temple to take decisive action in forming an organization for advancing the cause of reading instruction. As might be expected, many of the persons present were graduate students in reading at Temple.

Jack Yourman chaired that historic meeting and circulated a mimeographed sheet which listed the items he thought to be of interest or concern to the group. One of these items was the intent of Betts' students to honor him in some way for his contributions to the field of reading in general and to the reading students at Temple in particular. Russell G. Stauffer was asked to make a presentation of his thesis at that meeting and in doing so became the first speaker to address the infant group. During that meeting most of the time was spent identifying and discussing problems inherent in forming an organization.

Although there was much discussion of particulars, there was no doubt of the central mission of the meeting. The group decided unanimously to form a permanent organization with membership open to all persons who were interested in reading and reading instruction. A temporary steering committee was appointed to launch the organization and plan the next meeting.

Although there were some dreamers and visionaries in the Temple group that day, apparently most did not realize the potential of the

movement they had started. Less than twenty-five years later, one person from the group remarked, "When we thought we were thinking big, we didn't even come close."

Acting Chairperson Yourman reconvened the new organization on November 22, 1947, and at that meeting a constitution was adopted. As defined in the first constitution, the purposes of the new organization were rather ambitious and broad. The purposes were stated as follows:

1. To stimulate and encourage research in
 - a. developmental, corrective, and remedial instruction in reading;
 - b. the diagnosis of disabilities in reading;
 - c. readability; and
 - d. the improvement of textbook construction and publication from the point of view of the reading problems therein and of their effect on reading instruction.
2. To publish results of pertinent, significant investigation and experimentation to the end that general practices in reading instruction be improved.

Most of the participants at the October meeting assumed they were starting an organization that would be concerned with reading in the United States. At some point between the October and November organizational meetings, two Canadians—M. T. Heslam and Janet M. Doxsey—requested that they be considered for membership. An important consideration was that Canadians would have had difficulty at that time in sending dues out of Canada to an American organization. Upon the strength of the Canadians' requests, the little band decided to go international. With no undue modesty, the group agreed to call itself the International Council for the Improvement of Reading Instruction; some were later to refer to the organization by its acronym, ICIRI, pronouncing it, "I cry." One wag pointed out that this pronunciation violated several phonic generalizations, a couple of syllabication principles, and the spirit of the organization.

Most of the persons attending the formative meetings were reading specialists, but they decided that the organization membership should not be exclusively professional. The January 1948 *Reading Clinic Communique* from Temple carried this statement:

In order to further its purpose of improving reading instruction, the Council leaves the doors to membership wide open. Teachers, parents, school officials, and authors of children's literature are eligible. So, too, are research workers and experimenters in the science of reading.

This open door policy has continued to the present and is one of the International Reading Association's great strengths.

The First Officers

From the beginning, the organization was highly democratic. The group elected a steering committee to conduct the affairs of the organization in the interim period and plan for the next meeting. Eugene W. Shronk chaired that committee which included Emmett A. Betts, Regina Heavey, George L. Johnson, Marjorie S. Johnson, Russell G. Stauffer, Gertrude H. Williams, and Mason A. Watson who served as secretary-treasurer. A nominating committee was also elected consisting of Harold S. Delavan, Naomi B. Short, and Ralph C. Staiger.

In February 1948, the group sponsored a banquet at the Temple University Annual Institute on Corrective and Remedial Reading. On March 13, 1948, the first formal meeting of the International Council for the Improvement of Reading Instruction was held. Eugene W. Shronk was elected president; Ethel Maney, vice-president; Mason A. Watson, treasurer; and Marjorie S. Johnson, secretary.

The Council became involved in a number of organizational problems and nearly seemed to cease functioning for a number of months. There were insufficient funds for secretarial help, and attendance was poor at the meetings of the Executive Board because of the great distances members had to travel. Also, because the local Temple group had, for all practical purposes, *been* the ICIRI, no real provision had been made for serving members who could not attend the meetings.

The First Officers Again

When members met in May 1948, they discovered that it had not been possible previously to hold an election of a committee to nominate the following year's officers. The problem was presented to those attending the meeting and, at first, no solution to the dilemma seemed possible. Members ended by agreeing that the previously elected officers were considered elected again. That solution was not constitutional, but some liberties with the Constitution seemed unavoidable in those difficult beginning stages.

President Shronk talked over various problems with Betts, Stauffer, and several officers of the new organization and decided it was necessary to exceed his authority in order to expedite matters. Without going beyond previously agreed upon goals, Shronk initiated the following actions: 1) publication of a bulletin as a service to all members; 2) appointment of a program committee (Marjorie S. Johnson, chairperson; Emmett A. Betts, Rosemary M. Green, and Ruth Burg) to plan programs of interest to members other than the Temple group and to plan meetings to be held at other places; and 3) appointment of a Reorganization Committee, chaired by David L. Cline, to reexamine the

Constitution and devise the means by which the Council could be of service to those unable to attend meetings in the Philadelphia area.

In later years, there was inevitable criticism that the group which founded the ICIRU was unwilling to let control slip away from Temple. Perhaps some persons did seek to maintain control, but for most of the Temple group the opposite seems to have been true. They were willing to work and meet their responsibilities, but they were the very ones who were most insistent that the organization move beyond Temple and that control be dispersed. In fact, in the very first issue of the *Bulletin*, Marjorie S. Johnson wrote: "We wish to recommend that meetings be held at different places so that the Temple domination idea will not be too strong."

The ICIRU founders expected many local groups to be established in various places in the United States and Canada. They anticipated that these local groups would affiliate with the ICIRU and an official publication would be initiated to disseminate information regarding the field of reading instruction. The publication would also keep members abreast of the activities of the ICIRU and its affiliates.

The Constitution stated: "An official magazine will serve as a medium for the exchange of information. All dignified channels of publicity will be exploited to improve reading instruction for the mass of children and to prevent the years of waste now attendant upon retardation in reading."

The *Reading Clinic Communique*, edited by Eugene W. Shronk, had served the founders of the organization when they had need of announcing meetings and soliciting memberships, but the ambition grew to publish something more significant. The Constitution called for an editorial board "...that shall have power to cause the publication of significant investigations and scientific experiments pertinent to reading instruction and the diagnosis and correction of reading disabilities. It shall publish reports of all proceedings of the Council meetings."

The publication that emerged was the *ICIRU Bulletin*, edited by Ralph C. Staiger. Apparently, Staiger did not realize that the publication would endure and did not bother to put his name as editor on the first copies. Volume 1, Number 1, dated November 15, 1948, included sixteen typewritten pages which were run off on the old Temple University Lab School mimeograph machine. The lead article, by Mary Elizabeth Coleman of the University of Pennsylvania, was addressed to what apparently was the topic of the day, the administration of several reading groups. President Shronk announced in the first issue that, in the immediate future, the content of the *Bulletin* should be concerned with meetings, programs, and summaries of the meetings. He felt that the journal of "significant investigations, and scientific experiments pertinent to reading instruction and the diagnosis and correction of reading disabilities" would have to wait until a later date. The follow-

ing few issues contained reports on the activities of the organization as well as short articles for teachers, bibliographies of professional materials, and bibliographies of children's books.

With only \$154.75 in their treasury on October 15, 1948, the astonishing members of ICIRI were talking of international conferences, affiliated local groups scattered over the world, and a sophisticated journal. In the first issue of the *Bulletin*, the suggestion was made to issue "... charters to national councils on application of a majority of the local and institutional councils within a nation." From the beginning, then, some members have supported and emphasized the goal of international representation and participation.

Two additional Canadians became interested in the organization in the formative months and four Canadians are, therefore, listed as charter members of ICIRI. It should be noted that in the early days of the ICIRI, much of the organization's strength lay in its Canadian membership, especially the powerful Toronto delegation.

The First Triennial Assembly of ICIRI was held in Philadelphia on May 7, 1949. The meeting was not originally planned under that imposing name. Indeed, it was difficult for any organization to be imposing with less than two hundred dollars in its treasury. The plans grew until the meeting became a highly important one designated the First Triennial Assembly, and plans were made for future triennials. President Shronk made a brief statement of the status of the organization. The Reorganization Committee (chaired by David L. Cline) proposed a new constitution which, with several changes, the group approved in a unanimous vote. At this meeting, representatives from several councils held the first Assembly of the International Council.

In those days, the active members of the ICIRI paid \$1 in annual dues and it would have taken a constitutional amendment to have raised the dues to more than \$2. The dues did not bring in enough money to support the fledgling organization. Income was supplemented by the creation of sustaining memberships. These memberships, set at \$10, were for those professionally spirited people who could not participate personally in the work of the Council but who wanted to contribute financially to its activities.

New People and Plans

The Temple group, ever anxious that the organization not remain just a local operation, sought elsewhere for members and leaders. An early contact was made with an individual who was destined to have tremendous influence on ICIRI and on the future IRA. That person was Nila Banton Smith. Not long after Smith had endorsed and joined the organization, Russell G. Stauffer called to tell her she had been unanimously elected president. Edward Myers had been elected vice-

president; and Millard H. Black, later to become a president of IRA, had been elected treasurer.

The Executive Board met at President Smith's house at Teaneck, New Jersey, and elected Roy A. Kress as its first executive secretary. Not remembering the exact details of this announcement, Kress believes he probably accepted because Emmett Betts told him to do so. Kress had not been at Temple during the time of the first meetings, but he came in time to become a charter member. Kress attended later meetings, even though he became a member of the Marine Corps and often attended ICIM meetings on his way to duty wearing the required clean cut lines of the Marine Corps uniform.

During President Smith's administration, several important decisions were made and implemented. As an indication of the Board's confidence in the future, 200 copies of a charter were printed to be issued to local chapters as they formed. At the time, the first local chapter had not yet been accepted into the organization. Here was an organization with little more than 200 members making plans for 200 local chapters.

Five thousand copies of a leaflet were printed with a form to be filled out if the reader wanted more information or wanted to join the organization. This form was to be returned to Executive Secretary Kress, who kept those leaflets at home, in his car, and at the University. He dispersed them everywhere. Kress was graduated and moved from Temple to Dallas. The forms were forwarded to him there. From Dallas he went to Syracuse University and, in the summer of 1963, he returned to Temple University. Evidently, copies of the leaflet which Kress distributed became filed or were casually stored in various bookshelves across the land, for years later interested individuals continued to find copies and mail in their subscriptions or requests for information—still addressed to Executive Secretary Roy Kress. He resigned from that job in 1951, but it was not until 1967 that he received the last of the little forms—with a dollar enclosed to cover membership charges.

Another decision of the administration was to discontinue using the name and address of Temple University as the headquarters for the organization. It was decided that if the organization was to attract leaders in reading, especially those connected with colleges and universities, no one institution should be designated as its headquarters. Official stationery was prepared with the names and addresses of the president and executive secretary under the organizational letterhead.

In May 1949, Marjorie S. Johnson was appointed chairperson of the Publications Committee and editor of the *Bulletin*. This event was of immense importance. Johnson had been one of the organization's founders and was to continue through the years to be one of its most loyal supporters, contributing time, money, talent, and hard work. This new Publications Committee was to become one of the most in-

fluent and powerful committees in ICIRI and later in the IRA. The *Bulletin* eventually changed its name and became a publication for world audiences.

The Program Committee developed the themes "Differentiated Instruction," "Developing Comprehension," and "Critical Reading" for publication in the *Bulletin*, and many of the ideas expressed in those early articles might well be heeded by today's teachers. Through Johnson's efforts, the *Bulletin* moved partially away from its newsletter function and began to publish more informative articles and research reports, some written by graduate students and some solicited from established leaders in the reading field. A great deal of emphasis was placed on how to group children for reading instruction and how to teach those groups.

Certain articles in the *Bulletin* during those years are not credited to any one person. Johnson as editor, and Roy Kress as executive secretary, wrote many of the early articles but did not sign them. In Volume 2, Number 8, an article, apparently written by one or both of them, included the first published elements of a later IRA publication on the informal reading inventory—a volume which has become the single best seller of any IRA publication other than its journals. Gertrude Williams wrote a column in the *Bulletin* called "New Research" in which she kept the readership up to date on experimental work in the field.

In less than eighteen months, 20 page issues of the *Bulletin* were being released four times a year, featuring major articles by Emmett A. Betts, Nila Banton Smith, and other leaders. At this point, Johnson requested that the editorship be turned over to someone who could give more time and direction to the publication.

President Smith remembered meeting a charming young woman with a considerable store of information and ideas about children and teachers. Smith felt that Nancy Larrick, then editor of *Young America Magazines*, would be just the person to chair the Publications Committee and edit the *Bulletin*. Other leaders agreed, and Larrick assumed these responsibilities on June 3, 1950. Smith and Larrick traveled to Oak Lane Country Day School in Philadelphia where Roy Kress and Marjorie S. Johnson turned over great bundles of journal materials to Editor Larrick. Johnson completed the editorial work for Volume 2 of the *Bulletin*. The first issue edited by Larrick, dated October 1950, was labeled Volume 4, Number 1. Apparently Volume 3 was skipped.

The infant organization needed recognition in order to attract professionals to a convention of its own, and a recommendation was approved for holding sessions at conventions of other larger organizations. These joint meetings quickly revealed a great number of mutual advantages and have been continued to the present day.

Members of ICIRU wanted to let the world know they existed, and they believed a good place to start would be with school administrators. As a result, the first highly significant meeting with another organization was held in Atlantic City in 1950 in conjunction with the American Association of School Administrators. President Smith and the Program Committee Chairperson, Marjorie S. Johnson, built an impressive program for the Atlantic City meeting and invited a star-studded cast: Participants for ICIRU included Emmett A. Betts, Walter W. Cook, Arthur I. Gates, William S. Gray, Albert J. Harris, Sallie Kate Mims, Paul A. Witty, and Gerald A. Yoakam. President Smith presided over these activities with justifiable pride, and many school administrators from all over the country went back to their local systems with considerable respect for the new reading organization.

One of the gratifying events of this period was the chartering of the first local council. The *Bulletin* considered it front page news when the Toronto Council was accepted into the organization on January 1, 1950. With a membership of 106, this group was called Toronto Council for the Improvement of Reading Instruction. This large and influential council greatly enhanced the Canadian position in the organization. In March of the same year, the Niagara Council (also in Canada) was accepted into ICIRU. The first two local councils, both from Canada, paved the way for the considerable role Canada was to play in the years ahead.

One of the group's reasons for existence was to generate and disseminate research in reading. The organization had not lost sight of this objective. Gertrude Williams was on the Executive Council and chaired the Research Committee as well. Most of the action of this committee consisted of planning for the future. Williams announced that one aim of the committee was to "... encourage research in the field of reading and to report investigations of studies now existent in the manner of Gray's summaries." This interest of ICIRU and its successor, IRA, in the "annual summary of investigations relating to reading" continues to the present. At one point IRA's input resulted in the publication of two annual summaries in the field of reading.

The Smith administration was elected May 7, 1949, under the general assumption that the officers would serve three years. About one year later, the leaders felt that, as a group, they were still too local to continue to run the rapidly broadening organization. Some had served in some official capacity since the birth of the organization and believed it was time to step aside. Vice-President Edward Myers resigned as of May 29, 1950 and, in June, Executive Secretary Roy Kress announced the resignation of President Nila Banton Smith, Treasurer Millard Black, Program Chairperson Rosemary Green, and Publications Chairperson Marjorie S. Johnson. Each agreed to serve until the position could be filled by action of the Executive Board.

Albert J. Harris was teaching at Queens College when Nila Banton Smith first called to invite him to speak at an ICRIU meeting. Harris, however, did not join the organization at that time. Later in the year, he received a letter from Smith and was greatly surprised to learn that the Executive Board had elected him vice-president of the ICRIU and wanted him to accept. The same letter stated that Gerald A. Yoakam, of the University of Pittsburgh, had been elected president. Harris telephoned Yoakam to inquire about this unusual turn of events and was even more dumbfounded to discover that Yoakam also was not a member of the organization he was called upon to lead.

This action of the Board speaks eloquently of the stature of both Yoakam and Harris in the field of reading. Smith felt that someday the organization might want to call on other leaders in reading education in different geographical areas to direct the affairs of the ICRIU and she asked several reading authorities, including William S. Gray and Paul Witty, to join the organization.

Yoakam called Harris a few days later. They agreed that an organization of ICRIU's potential should be supported even if it meant considerable sacrifice of time and effort. They decided to accept the positions for one year and try to make a go of it. Yoakam eventually served as president for two years and as past president for one year. Harris served as vice-president for two years, president for one, and past president for one. Both men enthusiastically supported the ICRIU and IMA in the years that lay ahead.

An early Executive Board meeting of this administration was held in Pittsburgh on a Sunday. With no money to spend for facilities, the group could find no place to meet. Finally, Emmett A. Betts and others obtained permission from a nightclub manager to use the back room of his second-rate club. All went well except on one occasion when a drunken sailor (with no interest whatsoever in reading but considerable interest in the ladies present) entered the back room. Nevertheless, at that meeting, the group talked for several hours and ended by setting up a criterion measure for themselves; they decided if they could not make a go of the journal, they might as well give up.

A Name Change

The name, *Bulletin of the International Council for the Improvement of Reading Instruction*, even when abbreviated, seemed so resounding and formidable that some members feared it might discourage potential readers. The Board approved Larrick's suggested name change and in September 1951, *The Reading Teacher* appeared. The new name did not mean a complete break with the past. In fact, the old name appeared in small letters just under the new one. Larrick wanted the journal to be practical and attractive. The plan was to

focus on the needs of classroom teachers of all levels. In those days, putting the publication together was a tremendous task. Larrick did the editing, and Roy Kress did the paste-ups and ran off the copies.

In the first issue of *The Reading Teacher*, Larrick announced, "This year each issue of *The Reading Teacher* will feature a group of articles dealing with some controversial questions in the field of reading education." The first series dealt with grouping and Larrick warned, "Be sure to read the entire series to get the pros and cons of grouping as presented by four experts." The four experts were Millard Black, Albert J. Harris, Muriel Potter, and Ethel Schmidt. It did not turn out quite as Larrick had envisioned. The four experts had similar positions and in no way debated each other in print. Each gave things to do and things not to do. Muriel Potter seems to have summed up the general feeling, "To watch a teacher wisely guiding children in a classroom where grouping techniques are well used is to see at work an artist whose medium is education."

Debates appeared in the November 1951 issue in which Laura Zirbes stated the experience approach had all the advantages of the basal reader approach and more. Yoakam countered with a defense of the basal approach that would stand well today with the exception of the statement, "The basal methods now used are essentially in accord with Gestalt psychology . . ." In these issues on controversial topics, summaries of investigations related to the topic and discussion questions on the topics were included. It was planned that these publications could be used as the basis for programs of local councils.

Membership and Organization

Emmett A. Betts had been board advisor during the Smith administration. In the Yoakam administration, he was organization chairperson. Probably the stature of the man himself, as well as the position he had held previously, made organization chairperson a very special position. Throughout most of the history of the organization, it has remained a powerful and prestigious position. Today, this prestige flows directly to the state and provincial organization people who deal directly with Headquarters concerning IRA matters within the state or province and who are kept informed by Headquarters concerning matters in their geographical area. Apparently it was Betts' idea to have a strong person in each state and at least one in Canada to be organization chairpersons.

The ICIR moved rapidly and, in 1951, Betts reported that Margaret A. Robinson in Canada and twenty-one persons in the United States had been appointed to positions as organization chairpersons. Their charges were to increase membership and promote the growth of new local councils. Actually, they took on many of the functions of the

state and provincial councils which had not yet come into existence. They did their assigned work well. At the urging of Ralph Staiger, the first local council in the United States—the Mohawk Valley Council—was founded and accepted into the organization. This was the third local to be chartered.

In November 1948, there were 234 members of ICIR. The records are unclear about membership during the next two years, but when the organization people assumed their responsibilities in 1951, membership increased to 853. The Board optimistically authorized 15,000 membership brochures. By April 1952, the membership climbed to 1,376. Some records for 1952 show membership at 1,676. Reports about membership are not consistent for the period because recorders did not always use the same base for calculations; some counted only regular members, some counted sustaining members, and some did not separate subscribers (such as libraries) from the membership rolls. This confusion about membership persists in IRA today. In 1974, "individual" and "institutional" memberships were created, and the old "subscribers" became institutional members. Although the records of today are clear and available, some persons who write about membership still do not separate individual and institutional members. Furthermore, many persons who belong to local councils do not belong to the international organization. No accurate count is available today of all local members of IRA.

In 1952, membership represented Canada, 43 states in the United States, Hawaii, and Puerto Rico. Efforts to get councils set up in England and Ireland were unsuccessful. In April 1953, one source showed membership at 2,138 and another source reported it at 2,365. By February 1954, more than 3,845 paid members, including 12 life members, were recorded.

Upon the resignation of Millard Black, Paul Daniels was appointed acting treasurer and remained in that position until 1953. Almost every month the treasurer had to wait for new subscriptions to come in before he could pay the bills. Although the leaders and members wanted to pay stipends to the executive secretary and the editor of *The Reading Teacher*, funds were not available. One treasurer's report during this period reflects cash on hand of \$3.32.

The leaders became alarmed at the financial instability of the organization and they established life membership dues of \$50. Emmett A. Betts, Margaret A. Robinson, Nila Banton Smith, Mason Watson, and Gerald A. Yoakam paid those dues on the spot. A number of others followed suit as soon as they heard about the suggestion. At a time when annual membership dues were \$2, those who paid \$50 for a life membership were clearly motivated by loyalty and generosity. Later, some of them were to declare life membership to be one of the best bargains they ever received. Nevertheless, the action probably

saved the organization from dissolution. The published reasons for the life membership were: 1) a convenience to members who wanted to be relieved of the bother of paying annual dues and 2) to give evidence of the confidence these leaders had in the future of the organization. The unpublished reason was that the organization desperately needed the money.

Kress asked to be relieved of the duties of executive secretary in 1951. He had served the organization loyally and efficiently in all he had been asked to do. He was known in the organization in those days, as he is today, for his uncompromising integrity and his willingness to assume responsibility when called upon to do so.

When the organization started looking for a new executive secretary, Yoakam suggested one of his doctoral students, Donald L. Cleland, as the person for the job. Apparently, others agreed and the matter was decided. Cleland first heard about these events when Yoakam called him one Monday morning to say that he had been elected executive secretary of the ICRI.

A Triennial Assembly convened on the morning of April 26, 1952, at the Paramount Hotel in New York City. All delegates from local councils had been urged to attend and five councils sent representatives. Much interest centered in the active and powerful Toronto Council. Margaret A. Robinson repeatedly was asked the secret of her success as president of the council and her methods of increasing membership broadly over Canada.

The Assembly adopted a new constitution which stated the purposes of the organization to be to encourage research, study, and dissemination of information by its members, including classroom teachers, and "to spread scientific information concerning reading instruction among all English speaking peoples." In a final vote, the phrase "among all English speaking peoples" was deleted because of growing interest in the organization by non-English speaking countries and because of the large French speaking membership in Canada. The organization remained open to anyone—regardless of race, color, creed, or nationality—who wanted to belong and to further the purposes of the organization. The question of whether the organization should be limited to professional reading persons was raised again but did not receive sufficient support to be implemented. To discourage regionalism, a mail ballot for the organization's officers was required by the new constitution. The organization had experienced a lack of continuity in election of its major officers, and the members and officers themselves did not know for sure how long they would serve. To preclude this from recurring, the constitution established the positions of president-elect, president, and past president. A person called to the office of president-elect would serve one year in each of those positions. There would also be four members of the Executive Board, two to be elected each year to serve two-year terms.

Vice-President Harris, who had written the constitution, was named president by the Assembly, and Yoakam was past president. Paul Daniels was returned as treasurer, but his responsibilities were less demanding since Cleland was redesignated executive secretary-treasurer. Paul A. Witty was named president-elect with three years of designated service ahead of him. President Harris echoed the feelings of many in that Assembly when he said, "As a young, vigorous organization, we have an expanding future before us. Let's get to work."

Legal and Financial Matters

The group set its legal house in order. Since the organization was not incorporated, each member was liable for its debts. This was a serious problem; since the organization had operated chronically by the skin of its financial teeth. The problem had been raised before, but it was tabled because of an exploration of affiliation with the National Education Association. Yoakam and Cleland worked diligently to get the organization incorporated. Cleland, who enlisted the aid of his family many times, asked his brother, A. D. Cleland, a Pittsburgh lawyer, to make the legal arrangements for a charter as a nonprofit organization. His brother performed that service without expense to the organization and the incorporation was granted in February 1953. Today, the IRA still is incorporated in Pennsylvania.

Nineteen years after incorporation, Cleland presented the original ICIRI Charter of Incorporation to the Board of Directors for placement in IRA's archives. William K. Durr, who was then IRA president, stated that the charter would occupy an honored place at the new IRA Headquarters being built in Newark, Delaware.

In another legal move, the organization first copyrighted *The Reading Teacher* in September 1952.

In the early days, the *Bulletin* was mimeographed. The January 1951 issue was produced by office multilith, using typewriter composition on standard 8½ x 11 inch pages, and copies were stapled by hand. Volume 5 (September, November, January, February, and May 1951-1952)—renamed *The Reading Teacher*—came out in the same format and was produced by the same printing process.

Larrick, as editor, and Harris, as incoming president, persuaded the Board to authorize "real printing." The first cost estimate totalled \$300 to \$400 per issue. The ICIRI treasury had a balance of \$80 with small prospects for an increase.

President Harris knew of a highly recommended printer, Sol Klein, president of Paul Art Press. He felt this company would give a better estimate, so a meeting was set with Klein. Since Larrick was an editor at Random House in New York, the conference was held there in a great hall with fine black and white marble floor in an old mansion back of St. Patrick's Cathedral. The people and the setting won Klein,

who never questioned the financial state of the ICIRI, but agreed immediately to print the journal. This began ICIRI's, and later IRA's, long relationship with Sol Klein and Edward Wolff of Paul Art Press. Klein's interest and involvement became so great that he attended many of the annual conventions. After Klein's death, Wolff continued his interest in the Association and also attended its conventions.

The Reading Teacher of September 1952 was the first professionally printed journal of the organization. In it President Harris announced, "We Proudly Present the 'New' Reading Teacher." Its 6 x 9 inch, two-column pages were indeed a big improvement. But the self-cover, with the table of contents in simple type, was anything but flashy. In that issue, Emmett A. Betts discussed several ideas which were sound then and have been constantly written about since, but still are not implemented by vast numbers of teachers. He asked the teacher to find the child's reading level, start to teach the child at that level, and provide specific guidance in the development of skills. Betts wrote also of the informal reading inventory for which he was later to become famous.

The November 1952 issue developed the theme of reading readiness. Editor Larrick, in her editorial, advised teachers to examine their own readiness for teaching reading. She also struck one of her recurring notes—since we as teachers like to choose what we read, we should recognize that children also want that privilege. Roy Kress presented a history and evaluation of reading readiness tests. His comments remain pertinent, since many of the tests, which have had little or no revision, still are in widespread use today. That issue also shows that ICIRI had not forgotten about parents. It told of a television program sponsored by the Gerald A. Yoakam Council which was aired in the Pittsburgh area to "... explain modern ways of teaching reading and thus to dispel misconceptions harbored by parents and other lay members of the community."

The Reading Teacher continued to grow in size and sophistication under the leadership of Editor Larrick. By the May 1953 issue, *The Reading Teacher* did, indeed, have a "new" look, with a cover of lemon yellow and a table of contents imprinted in black. This issue announced that there would be four 64 page issues during the coming year. "By then things were looking up," says Larrick. In 1953, Larrick selected guest editors. The readership was thus exposed to the work of a variety of illustrious persons in reading and the editor gained some richly deserved help in a difficult and sometimes harrowing job.

A new source of income came to the organization from advertising in *The Reading Teacher*. There was much concern that the advertising might get out of hand, so an Advertising Committee was established. H. Alan Robinson, who had been brought into the organization by Nila Banton Smith, was named publicity chairperson during the Harris administration and then appointed chairperson of advertising. The

first group of ads to be considered by the Robinson committee were sent to him with the word "Whoopee" scrawled across the package. The exuberant exclamation was probably less for the ads than for the income that would be derived from them. The first ads came from D. C. Heath, Ginn and Company, and Lyons and Carnahan. From its founding, the organization had welcomed those who produced materials for reading instruction. Those who started the organization were well aware of the profound influence the publishers had on the children and young people for whom they wrote. They were also aware of the influence of sales persons on teachers and administrators. The founders wanted to make sure these people were included in the organization with the full benefits and responsibilities of membership. Publishers and their sales persons have amply rewarded the ICIR and IRA for that welcome with their support, financial and otherwise.

In another legal step, the executive secretary-treasurer was bonded for the first time. The bond was set at \$3,000. The organization had handed Cleland an enormous amount of work to do but little or no help in getting the job done. At first, Yoakam's secretary did some of the clerical work but she could by no means do it all. Cleland enlisted the help of his family and friends and typed many of the letters himself. The membership started to grow at a rate that was rather alarming to Cleland because of the sheer magnitude of the correspondence and record keeping generated. Many joined because of the ubiquitous membership brochures; 30,000 of them were authorized in 1952.

The mailing of *The Reading Teacher* was done by Cleland, his wife Ruth, and friends. They typed the addresses on gummed labels, then gathered on the twenty-sixth floor of the University of Pittsburgh's magnificent Cathedral of Learning where they pasted on labels, bundled the copies for third class mailing, divided the bundles according to postal zones, and lugged them down to the loading docks of the city post office. Probably the organization should not have been allowed a third class mailing, but Cleland managed to wangle that out of the local postmaster.

The organization had long wanted to provide financial assistance to its executive secretary-treasurer and its journal editor, but no funds were available. Finally, as a token of appreciation, Cleland and Larrick were given life memberships. With increased memberships in 1952, Cleland was provided with \$1,800 for clerical help and was given \$300 for his expenses and services to ICIR. Larrick was provided with \$50 per issue of *The Reading Teacher* for secretarial help. Some additional revenues were made available by selling the membership list for \$25. In *The Reading Teacher* of October 1953, Harris described the situation.

The rapidly growing membership provided expanding financial solidity, which was immediately channeled into improving *The*

Reading Teacher and providing more office help for the Executive Secretary-Treasurer. At the same time, it greatly increased the amount of clerical work, making the burden heavy even with more assistance.

The Assembly was again held at the Paramount Hotel in New York City. Everyone was pleased with the progress of the organization. Most of the legal loose ends had been tied up, and *The Reading Teacher* now looked like the professional journal that its content had reflected for some time. With a membership of more than 2,000 and officers scattered over a wide geographical area, the organization had achieved considerable professional stature. Since a number of new councils had formed and since most councils sent delegates, the Assembly also was functioning as its founders had intended.

Paul A. Witty became president of ICIRI and Margaret A. Robinson came to the office of president-elect. Donald D. Durrell and Ruth Strang were elected to the Board. President Witty, in a few words, caught the spirit of this organization of hard-working professionals who genuinely enjoyed one another's company. In the October 1953 issue of *The Reading Teacher* he wrote,

As president of the International Council for the Improvement of Reading Instruction this year, I want to extend a hearty welcome to new members as well as greetings to old friends. I believe we shall find a high measure of satisfaction and enjoyment as we work confidently together to bring about improvement in reading instruction.

Not Just Another Picnic

In the summer of 1953, a casual event with immense consequences took place. A reading conference was in progress at the University of Chicago. Students and faculty in reading in the summer school had started having weekly picnics. At one of those picnics, Mary C. Austin said to Martha M. Gesling that she questioned whether the two organizations, ICIRI and the National Association of Remedial Teachers (NART), should continue as two relatively weak organizations when they could unite and find greater strength. Albert J. Harris, who was also present was favorably impressed with the merger idea, but he pointed out that the goals of the two organizations were very different. Harris raised the question with William S. Gray and Helen M. Robinson and, after the three discussed the matter at some length, they agreed the idea had merit. The question of most concern became one of merging the two organizations without betraying the best interests of either.

President Witty appointed an ICIRI Special Merger Committee, naming Harris as chairperson and William D. Sheldon and Ruth M.

Strang as members. Harris and Strang were members of the boards of both ICIR and NART.

Sheldon had replaced Betts as organization chairperson. He had serious reservations about the effectiveness of the state chairperson method of stimulating the development of local councils. It was decided that Sheldon and the top echelon should work directly on the formation of local councils. Apparently Sheldon did work out a viable approach, and by October 1953 there were more than 40 local councils.

May 8, 1954, the Assembly gathered again at the Paramount Hotel in New York City. It was projected that organization membership would grow tremendously in the year ahead, and Past President Harris presented a budget of more than \$11,000. With that kind of financial prospect, the organization decided to give two \$500 honoraria—one to its executive secretary-treasurer and one to its editor.

Nancy Larrick asked to be relieved of her position as editor and publications chairperson as of May 1954. She had guided the destiny of the struggling journal through lean and difficult days. It was now a sophisticated publication and a mainstay of teachers and supervisors of reading throughout Canada and the United States. Larrick's contribution to the field of reading had become an indelible one.

Margaret A. Robinson assumed the presidency and William S. Gray became president-elect. The constitution was amended to increase the number of members on the Board of Directors; two were to be elected each year for three year terms. Walter Barbe and David H. Russell were elected to the Board and LaVerne Strong was appointed to the Board to replace Donald D. Durrell, who had resigned.

For a successor to Editor Larrick, the organization turned to J. Allen Figurel, an already well known editor of professional reading materials. He remained in this important position for a number of years.

One of the first changes Figurel made was to add the feature, "What Research Says About Reading," precisely offering readers the kind of information the founders had hoped the journal would provide when they wrote into the first constitution their desire "... to publish results of pertinent, significant investigation and experimentation to the end that general practices in reading instruction be improved." Figurel could hardly have made a better choice of the person to write that feature than Helen M. Robinson. Robinson was a first rate researcher in her own right and had the scientific objectivity that made her especially astute in judging the quality and relevance of reading research. Time after time the organization was to call upon her expertise in the area of research.

In October 1954, *The Reading Teacher* changed appearance again; this time it featured a heavy cover of tan with dark brown

lettering. *The Reading Teacher* received heavy use in those days and was frequently handed on to others or kept for future references. The lightweight covers of earlier days frequently became ripped or torn. In February, the cover that teachers of the 1950s remember so well was introduced—a sketch of a blackboard on which *The Reading Teacher* was written in white letters. Different colors were used for the cover each month, but the little blackboard pleased readers for a long time.

The Reading Teacher became increasingly professional in appearance and content; the number of pages devoted to advertising increased correspondingly. Furthermore, colleges and universities began to advertise special conferences and summer sessions.

Editor Figurel continued the feature theme and the use of frequent guest editors. In December 1955, publication of *The Reading Teacher* under the auspices of the ICIRI ended. Betts served as guest editor for the theme of phonics instruction. In his editorial, Figurel expressed the hope that this issue would help to clarify "...the proper place of phonics in reading instruction and how it should be taught." So many people had so much to say on the subject that some of the regular features of the journal were cut. Even though her article had been published earlier in *The Reading Teacher*, Alvina Treut Burrows sized up the situation with her title, "The Conflict Over Phonics Is Still Raging."

President Margaret Robinson worked diligently to keep the organization moving toward fulfillment of commitments to council and membership growth, dissemination of research, and joint conferences with other organizations. The talk of the day centered in the word, *merger*. Chairman Harris and his committee had worked for months preparing the way. Helen M. Robinson wrote the first draft to emerge of the bylaws for the unified organization. This draft was submitted to the Merger Committees of the parent organizations. The ICIRI Board was generally well pleased with the bylaws and asked for few changes. NART had a small but vocal group opposed to the merger. Helen Robinson worked in committee with those who were for and those who were against the merger. She eagerly sought the most satisfactory arrangements possible for the various individuals concerned. She urged completion of bylaws that would preserve the interests of both organizations; a final product that could be approved by both Merger Committees, both Boards, and, finally, by the membership of both organizations.

The Closing Days

The final General Assembly of the ICIRI gathered in the Stephen Foster Memorial Auditorium of the University of Pittsburgh on May 6, 1955. President Robinson presided over a conference that had as

presenters William S. Gray, Albert J. Harris, Paul A. Witty, Gerald A. Yoakam, and others. The auditorium and meeting rooms were packed by more than 600 conferees. Nancy Larrick was elected president-elect and Emmett A. Betts and William D. Sheldon were elected to the Board, even though most believed the merger was imminent.

Harris forecast for the Board three troublesome issues in the merger proceedings: 1) selection of an executive secretary-treasurer, 2) publications, and 3) procedures for electing the first officers and members of the board.

Chairperson Harris reported to the Assembly on the progress of his committee and that of the NART committee. He moved that 1) the new organization be called the International Reading Association; 2) the Board of Directors be empowered to proceed with plans for the merger; and 3) the final approval of the bylaws, slate of officers and directors, and the date of merger be submitted by mail ballot.

The initials of the proposed new organization (IRA) posed a problem for some members, especially those persons who were not sympathetic toward the Irish Republican Army. The coincidence of initials continues to return from time to time to haunt the organization. In a recent attempt by members of the Headquarters staff to deplane in Canada, the IRA sticker on their luggage caused considerable difficulty.

The new president, William S. Gray, appointed committees and initiated his programs in pretty much the same way ICIRI presidents had before him, but he made it clear that he expected to preside over the dissolution of the organization.

President Gray and President Ruth Strang of NART appointed a nominating committee to propose a slate of officers for the new organization to take office January 1, 1956, and to serve until June 30, 1956. The nominating committee consisted of A. Sterl Artley, William D. Sheldon, George D. Spache, and Paul A. Witty, with Mary C. Austin chairing.

The great majority of ICIRI members supported the merger, and it was no surprise when it was approved officially through an almost unanimous vote.

On New Year's Eve, December 31, 1955, the ICIRI ceased to exist and the IRA was about to be born. It had been a long and sometimes tedious journey. Many people had made sacrifices of time, study, work, and money. Their rewards were in seeing the dynamic organization they had built and in the friends they had made as they had built it.

Chapter Two

NART: The Other Parent

The genesis of the other parent of IRA was in a meeting of Elva E. Knight and Marion Kingsbury at a conference of the Educational Records Bureau in New York City in the fall of 1946. Knight and Kingsbury, being involved in remedial work, were concerned that there was little information available to those in the field of remedial education, particularly at educational conferences and in professional journals. It was obvious, in the growing movement toward remedial education, that many knowledgeable persons would be willing to share ideas. Almost everyone with whom Knight and Kingsbury spoke in the days and weeks that followed encouraged them to form an organization to meet the needs of individuals like themselves.

The first gathering to plan the new organization was held March 28, 1947. Walter F. Dearborn had arranged this session in conjunction with the Harvard Teachers' Association. Elva E. Knight chaired the session at which Dearborn, Kingsbury, and Anne Coolidge Moore presented their ideas on what the organization should do and how it should operate. The session generally echoed the points that Knight and Kingsbury had already expressed about the frustrations of being in an area of endeavor where few or no means were available for sharing ideas and information. It was felt that remedial teachers needed an organization that would provide the membership with information and stimulation. It was decided that meetings should be held and, if possible, a bulletin should be initiated.

Many plans were made at that meeting. Some were on a rather grand scale, considering the organization had not yet been formed. For one thing, they hoped to set up regional meetings to inform people of the plans for the future organization. The first of these meetings was held in Washington, D.C. less than two months later. Elva E. Knight and Stella S. Center were the speakers.

Elva E. Knight made the general arrangements, and Arthur Traxler made the local arrangements for what was to turn out to be the first Annual Conference. Thus, one year after the idea of an organization was conceived that organization became a reality. Again, it was in connection with the autumn conference of the Educational Records Bureau on October 31, 1947. Stella Center was the first speaker. With Arthur Traxler serving as temporary chairperson, the organization elected its first slate of officers: Elva E. Knight, president; Marion

Kingsbury, vice-president; Anne Coolidge Moore, secretary; and P. Douglas Courtney, treasurer. Chairpersons of four committees to further the work of the organization formed the Executive Committee: Jane Hilder, Ullin Leavell, Ethel S. Maney, and Arthur Traxler. The Executive Committee and the elected officers constituted the official Board of Representatives. The new organization did not limit its concerns to reading and named itself the National Association of Remedial Teachers (NART).

Shaping the Organization

The year that followed was largely given to shaping the character of the organization and publicizing its existence. Although the membership was not strictly controlled the organization was planned for professional educators, whereas ICIE had sought parents and others as members. NART did invite parents to its meetings, but the bylaws indicated professional membership requirements: "Any person engaged in the profession of education or its affiliated agencies and services who is vitally interested in the prevention and correction of difficulties in learning is eligible for membership in the Association." It was decided that, as a professional organization, NART should concern itself with the development of a set of standards for judging the qualifications of remedial teachers and it should make surveys of what was taking place in remedial programs in schools and clinics. To meet an original purpose of dissemination of information in remedial work, the organization decided it should continue to sponsor conferences and create a publication. The first published material representing the new organization was a four-page mimeographed report of organizational problems and plans entitled *News Bulletin* and dated January 1948. There were plans for an ongoing publication, although the shape and form had not been developed; and it was generally held that the *News Bulletin* would eventually grow into a journal of professional stature.

Regional conferences were held during the year at Harvard and at the University of Chicago. Both meetings were successful and membership grew.

On October 29, 1948, members gathered at the Roosevelt Hotel in New York City for the Annual Conference. One of the most significant steps taken at the meeting was the adoption of the bylaws. Although progress had been made, the organization was still shaky. Certainly, money was short since the only source of income was through \$2 memberships. The organization now had about 350 members, so a conservative annual budget of \$600 was adopted. A nominating committee, set up to recommend new officers for the coming year, decided after serious and lengthy discussion that the incumbent officers had not had sufficient time nor resources in the organizational year to carry out their plans, although their plans were sound. The committee, deciding

that the incumbent officers were the best available for the needs of the organization, recommended that they be returned to office, and the membership agreed. Lyle Farrell and Frances O. Triggs were added to the Board.

Four regional meetings were held during the following year, and through the growing influence of the Chicago members, two of the four meetings were held in that city. There is no direct link between early regional meetings and today's IRA regionals but, certainly, there are some parallels and perhaps some influence remains.

NART committed itself to survey the needs of remedial instruction. Marion Kingsbury initiated one of the first surveys as a questionnaire designed to examine the extent of remedial teachers' training and work experiences.

The *News Bulletin* was issued twice that year and the first issue was exclusively "news." When *News Bulletin* number four appeared, it constituted six legal size pages. In addition to news of the organization, *The Bulletin*, under the editorship of Katherine Smithes, offered summaries of conferences, lists of summer schools and camps for remedial instruction, and lists of new professional books.

The third Annual Conference convened in New York City at the Statler Hotel. Total membership in NART was more than 400. Speakers for the conference were Albert J. Harris, William Kottmeyer, George D. Spache, and Catherine Stern. Very little change was made in official leadership of the organization. Anne Coolidge Moore and Frances O. Triggs traded positions. Two new executive committee members were William Kottmeyer and a woman destined to have great influence on NART and IRA—Helen M. Robinson.

Whereas ICIRU operated with state chairpersons, NART established geographic regions and appointed a chairperson to develop membership and handle the organizational affairs in each region. The new procedures for recruiting members were effective and membership jumped to 650 within one year.

Katherine E. Torrant became editor of the organization's publication, which became *NART News* in January 1950. Published three times a year, the more professional publication offered lead articles dealing with specific topics in some depth. The first of these, written by Ruth Strang, was "Who Helps the Child to Read?" Other than the lead article, published material continued to be "newsy."

In the autumn of 1950, the annual journey to New York City took place. William S. Gray was elected president and Helen M. Robinson, vice-president. Phillip Shaw became treasurer and Albert J. Harris and Katherine Kenneally were added to the Board. Ten regional chairpersons were operating in the United States and one was appointed for Canada. It was decided that someone should coordinate their work, so George S. Speer was appointed director of regional chairpersons. Each

region was encouraged to hold its own meetings and to further the purposes of the organization in its territory.

Two of the surveys done under the auspices of the organization were completed and reported. Helen M. Robinson had directed the work of investigating the "Qualifications for Remedial Teaching" and Arthur Traxler had chaired the study of "Organization and Procedures in Remedial Teaching with Special Reference to Reading." The results of both studies were widely used and cited in the United States and Canada. Robinson published an article based on her study, entitled "Qualifications for Teachers of Remedial Reading," in the *School Review*, September 1955. In most places today, the reading specialist does the job that Robinson described in that study. A number of states borrowed her descriptions for certification purposes. The Traxler study appeared in the *Journal of Experimental Education*, March 1952, under the title "Current Organization and Procedures in Remedial Teaching." Helen M. Robinson stated that this study, the first report of research sponsored by the organization, was perhaps one of the most significant accomplishments of NART during the year of her administration.

The Organization Changes and Grows

Several changes were made in the operations of the organization, the most significant being changes in scope and in name. The National Association of Remedial Teachers became the National Association for Remedial Teaching. Phillip Shaw wrote in the *NART News* of March 1954:

The name change of "for teaching" and the broader interpretation "remedial" by the *News* signify a striking current movement. Educational leaders have been taking a new view toward remedial instruction. Until only recently, a school remedial service often came and went with the teacher offering it. The teacher was thought of as the guidance service itself. Now the teaching is the service, and this remains when an instructor changes his position. Moreover, remedial services are coming to be regarded as part of *programs* of remediation.

In other changes, the Board of Representatives was increased to nine, including the position of past president. NART also developed the idea of sustaining memberships, allowing those who wished to add \$5 to the treasury to do so.

NART *News* gradually grew in sophistication. In those days, the one cent stamp paid for delivery of the *News* and also kept it from coming unfolded en route. In May 1951, two pages were devoted to re-

search and experimentation. In that same issue, President Gray made an appeal for more members.

President Gray called the Annual Meeting to order on Saturday, November 3, 1951. This meeting was at Hunter College, where it was to be held three years in succession. Helen M. Robinson became the new president and Helen B. Sullivan, vice-president. New board members were C. Winfield Scott, treasurer, and Martha M. Gesling, Robert P. Larson, and Elizabeth Peabody.

Elizabeth A. Simpson, as new editor of *NART News*, decided to identify issues, and she labelled the January 1952 issue as Volume 2, Number 1. In line with a renewed commitment toward remedial work in all areas, this issue of the *News* carried an article on arithmetic. Articles followed in all areas of remediation, including spelling, English, and handwriting. It can be noted, however, that throughout the existence of both *NART* and *NART News*, an overwhelming portion of their effort was devoted to reading. By that time, some of the regional groups were publishing their own newsletters and the *News* started a new feature, "Regional Notes." The *News* grew rapidly in size and the editor announced that the publication had now "...reached the stature of a truly professional journal."

President Robinson initiated two important committees, one to study adult reading services and the other to make a job analysis of reading positions. Hollis M. Leverett headed the adult services study. He sent a questionnaire to schools, companies, agencies, and individuals. Apparently, some people in those days, like people of today, put questionnaires aside intending to get to them later. This assumption is made by the present author who, while researching the history of *IRA*, found two of those questionnaires that have not yet been returned. A report of the study was published in *NART News* in 1955 as "Nationwide Survey of Adult Reading Service" by Hollis M. Leverett. Ruth Strang chaired the committee to make the job analysis of reading positions. It was not until her administration as president that the study was reported. Strang wrote a summary for *NART News*, but a great deal of the study was done by Kathryn I. Dever as a dissertation published under the title, *Positions in the Field of Reading*. This was a time when the field of reading was expanding rapidly and persons were being hired by universities, colleges, and public schools for reading positions. Titles were proliferating and views varied concerning the roles of reading persons. The study helped to define the field and give the wild growth some direction. *NART*, as a professional organization might have made further strides in this area, but the merger with the *ICRI* and its open door membership brought problems. Although *IRA* maintains a concern with the question of the roles of reading specialists, it has never acted decisively on the issue.

NART began addressing itself to more challenging questions; and in the October 1952 issue of *NART News* Rudolph Dreikers, Professor of

Psychiatry, Chicago Medical School, reported that in recent years concern in reading readiness had shifted from a mechanistic-physiological emphasis on "... strephosymbolia, on left-handedness, and other deficiencies" toward an emphasis on emotional and social dynamics.

The organization also began moving away from its geographical regionalism. The nominating committee for the year consisted of Josephine Piekarz of Chicago, Grace Walby of Winnipeg, and Lucille Mozzi of Long Beach.

By the time another autumn rolled around, bringing with it the Annual Conference, the membership had jumped to 1,150. It was a rather spirited conference and the organization was beginning to feel pretty good about itself. Leaders were pleased to obtain speakers of the professional stature of Anne S. McKillop, Lou LaBrant, and Arnold Gesell. The Annual Conference now filled a day's program rather than two or three hours. The founders of NART were gratified to see that they had set in motion a clearly significant force.

Helen Blair Sullivan was elected president; George D. Spache, who had become widely known for his writing and for his forthright speeches, was elected vice-president; C. Winfield Scott was returned as secretary and held the office until January 1 when he requested replacement and Katherine E. Torrant was asked to serve out the term. New Board members were Guy L. Bond, Ruth Strang, and Paul A. Witty.

The *News* introduced longer articles that were more solidly grounded in research. Perhaps anticipating its future as part of an international organization, NART turned its attention abroad in an article by Dorothy Lampard, in the January 1953 *News*, concerning remedial work going on in England. In that same issue, the "New Materials" feature listed the 1950 version of the McCall-Crabbs workbooks and Cowboy Sam, that character who faced many a remedial reader. The October issue presented a call for remedial listening programs which would be in the nature of the remedial reading programs—a call which remains largely unheeded to this day.

Membership continued to grow, but the pace slowed. George S. Speer, who had directed the efforts of the regional chairpersons, resigned and Mary C. Austin was appointed in his place. The summer that followed found Austin at that Chicago picnic where she first suggested the merger of NART and ICIRI. Most of the leaders in NART favored the merger but a few, backed by some rather vocal members, were decidedly against the idea.

The Emphasis was on Merger

Talk of the merger continued until the administration of George D. Spache, who became president in 1953. Coming on board with

President Spache were Ruth M. Strang as vice-president, Elizabeth Simpson as secretary, Frederick Westover as treasurer, and Anne McKillop as the only new board member. President Spache moved rapidly and appointed a merger committee to be chaired by Helen M. Robinson.

There were a great many reasons for the merger. A stronger, unified organization could be built. People could avoid a duplication of dues and cut down on the number of trips to conferences. The leaders in reading, generally leaders in both organizations, became overburdened with commitments. ICIRI had a strong journal; the NART *News* was less strong and issues never exceeded eight pages. NART had a stronger, more unified organization and its Annual Conference was larger than ICIRI's Triennial Conference. Although neither group had accumulated sufficient funds, ICIRI had achieved a better financial standing.

A number of arguments against the merger were discussed. All phases of remedial work except reading had been neglected, even in NART at an earlier period. A merger with ICIRI would mean that these concerns could give way to a single concern with reading. NART had never pretended to be international, even though it had Canadian members; ICIRI definitely had international ambitions. Some persons in ICIRI feared that NART would dominate the merger and vice versa. Some members in NART did not want to honor the life memberships in ICIRI; those in ICIRI were reluctant to give them up. Even though both groups were reasonably widespread by this time, there was talk of certain geographical areas dominating any merged group. Some in NART believed that many of their members could not afford the increased dues of a merged organization. Others suggested that their officers, elected in good faith, should be allowed to serve out their terms. Some could not in good conscience break faith with the membership by making wholesale changes in the organization immediately after having collected dues. Many NART members who wanted a truly professional organization disagreed with ICIRI's open door position. Chairperson Robinson ably guided the group through some stormy sessions and helped shape the organization which emerged.

President Spache supported the merger endeavors, but he also pushed the organization ahead in its own affairs. He repeatedly called for a study of the future of remedial instruction. He was a man who could deal with controversy and urged that the organization expose its membership to a variety of viewpoints and positions.

Membership jumped again during the Spache administration, reaching 1,600 in 1954. For the first time, the organization was able to defray some of the expenses of its leaders who had previously paid their own travel and meeting expenses. Many did their own typing and other routine work. This arrangement worked a particular hardship on the most active leaders who traveled to board meetings, committee

meetings, and incurred a host of other expenses that were not reimbursed by the universities, colleges, or schools they represented. Consequently, leaders used their personal funds. By this time, NART sponsored twelve regionals set up for the United States and one representing Canada, and several state groups had organized.

Phillip Shaw became the editor of the *News* and rapidly initiated new features in the publication. President Spache's concern that varying points of view be aired and that the future of remedial education be examined was reflected in the publication of statements of six persons' positions on remedial instruction; some in considerable conflict with others. NART was reaching out in many new directions and articles dealing with slow learning, blind children and play therapy for the blind were featured in the March issue of *News*.

The March 1954 issue gives evidence that NART was a closely knit group. A mimeographed questionnaire was included seeking information about member views and work. Questions concerned members' research activities and their opinions about convention sites and topics for the future.

Remind your NART friends to send in their responses too. Let's keep our annual meeting from being just another one of those conventions that covers the waterfront in a few hectic hours.

Anne McKillop started a new feature, "Remedial Practices." In that feature one early believer in speed reading wrote,

Use any good reading manual with accompanying comprehension questions. Show the students how to analyze paragraphs into the main thought and supporting details. Then demonstrate that *by a rapid reading of the main thought with an even more rapid glance at the supporting details, they will have taken in sufficient information to extract the meaning of the paragraph and to answer the comprehension questions.* Next, time them while they try the method. It has been my experience that only a few college freshmen cannot reach 1,000 words per minute after three trials.

Photographs first appeared in the June issue of the *News* showing Mary C. Austin and Martha M. Gesling, cochairpersons of the eighth Annual NART meeting. Although NART was a national organization, this issue anticipated its coming international concern. One article dealt with remedial teaching in the Republic of the Philippines and a proposed study to be set in Europe.

The organization had not lost sight of its concerns for research. President Spache appointed a Studies and Research Committee and a page of the *News* was devoted to "Research Needed." In this feature Albert J. Harris wrote, "What we need most in research in the field of remediation is a program of thorough, careful, large-scale and long-time check up on some of the challenging research studies of recent

years." He stated that the resources for these verification studies "... can at present be supplied only through some of the wealthy foundations. NART is in a strategic position to plan and sponsor such studies, but will require more financial support than our organization can provide." Harris' statement of the need is as appropriate today as when he first wrote it.

Interest was stirred in Glenn McCracken's research following its mention by Harris in the June issue. The editors, therefore, elicited an essay from McCracken. In the October issue, he had a glowing report of a school where every beginning pupil learned to read in one year, where the reading program was a delightful experience, where attention spans tripled and "... six-year-olds watch and work and wonder in rapt attention as long as forty-five minutes at a time" while the reading lesson unfolds. McCracken backed up his assertions with, "If you doubt it, then the invitation... to come to New Castle is meant particularly for you."

That autumn NART suffered a great loss. Elva E. Knight suddenly passed away as she sat editing a column for the *News*. Less than eight years had gone by since she and Marion Kingsbury had talked about the need for an organization. Knight served as leader and devoted friend to many persons in NART. She always carried out her responsibilities and was a tireless worker who took on any needed task, whether it be menial or prestigious in nature. The organization she helped to found had tremendously influenced the area of remedial education and would continue to have a profound effect on reading education in the years that lay ahead. No doubt, millions of children read better today because of Elva Knight's work. Knight's friends and admirers set up through NART the Elva Knight Research Fund in memory of her contributions.

Saddened by the loss of a founder, but determined to move ahead, members gathered in Detroit at Wayne State University for the Annual Conference being held on Thanksgiving weekend, 1954, in conjunction with the National Council of Teachers of English meeting. This was the only NART Annual Conference to be held outside New York City and the first conference to last more than one day.

Ruth Strang became president and Albert J. Harris became vice-president. Elizabeth Simpson remained as secretary and Charles B. Huelsman, Jr. became treasurer. Marco Raphael was made director of regional chairpersons. A. Sterl Arley, Dorothy Lampard, and Agatha Townsend were new members of the Board.

The Strang administration was engrossed with the idea of the merger. The January 1955 *News* featured remedial reading articles related to parents which pointed in the direction of the concerns of ICRL. Many information features of the *News* were concerned with the merger.

Helen M. Robinson, chairing the Bylaws Committee, drafted bylaws and sent them to Albert J. Harris for reaction. Robinson and Harris reworked the bylaws several times before they were sufficiently satisfied that they could be submitted to the Bylaws Committee. Using the committee's reactions, Robinson again revised the bylaws and submitted them to ICIR and to NART. President Strang argued strongly for the merger and, finally, in November 1955 the bylaws and the ballot were submitted to the membership.

President Strang of NART and President William S. Gray of ICIR appointed a nominating committee. Both merger committees suggested that the nominating committee use as many of the current officers of the two organizations as possible with the idea that the remaining officers be asked to chair major committees. It was deemed essential for the new organization to seek continued support of former leaders and, particularly, to maintain faith with members who had elected their representatives to office in the old organization. Frederick J. Westover was asked to chair the nominating committee for the emerging organization.

The End and the Beginning

When the vote came in, the merger passed by a landslide; only 7 percent opposed. This kind of response was the result of the care and intelligence with which the leaders had prepared for the merger of two highly effective professional groups. The NART *News* was incorporated into *The Reading Teacher*. The Elva E. Knight Fund was taken forward into the operation of the new organization.

In October 1955 NART gathered for its final Annual Convention, which was held in New York City where so many of its finest moments had taken place. President Strang presided over the closing conference of an organization that had accomplished so much in less than nine years. Albert J. Harris, vice-president during the Strang administration, became pro forma president for the remaining two months prior to the merger.

Through its conferences, publications, and research studies the still young organization had reached literally thousands of teachers, supervisors, and administrators. Through them, NART touched the lives of untold numbers of children and some adults who were having academic difficulties. These contributions were only the first—the group was to have a major impact as it became a viable part of the new organization that was developing. With justifiable pride in its past performance, and with eager enthusiasm for the future merger, NART closed its books on December 31, 1955.

Chapter Three

New Beginnings As IRA

Like some mythological character, the International Reading Association was born half-grown from the merger and subsequent dissolution of the National Association for Remedial Teaching and the International Council for the Improvement of Reading Instruction. Even today, the IRA has not peaked in growth, and perhaps Eleanor Ladd Kress is correct when she says that it is now a young giant that has yet to exert its full strength and influence.

IRA was born, not without complications, but with full expectations of survival and success. Ruth Strang, as the last president of NART, became the past president of an organization that had up to now not officially existed. William S. Gray was selected the first president of IRA.

Gray was a man made to order for the needs of the organization at that time. A gentleman in the finest sense of the word and a distinguished scholar, he was highly organized and wanted no loose ends; it is reported that every speech he gave was handwritten, word for word. He was a quiet man and tolerated little nonsense. He painted himself in his own words when he addressed a meeting at the University of Southern Mississippi. "I hope you don't expect me to make this an enthusiastic presentation; I've spent my life dealing with facts." One of Gray's avocations was the study of porticos and porches, but it was to the foundation and the superstructure that he addressed himself in his work with IRA.

Nancy Larrick was president-elect and the first IRA Board members were Albert J. Harris, Margaret A. Robinson, LaVerne Strong, George D. Spache, Elizabeth Simpson, and William D. Sheldon. Even before the IRA became official, the Board met to plan for the new organization.

Donald L. Cleland was appointed executive secretary-treasurer. The first dues for IRA were \$2.50 and the Board projected the fees would provide a budget of a little over \$10,000. President Gray appointed 15 committees with 100 representatives, carefully selected from both NART and ICRI, to serve as committee members and chairpersons. From the beginning, almost all of the projects and programs of the Association were developed through its committees and that practice continues today.

The February 1956 issue of *The Reading Teacher*, the first pub-

lished by the new IRA, continued the editorial image created under the ICIRI; the greatest change was the inclusion of a report on the Ninth Annual NART Conference. President Gray also discussed the merger that had produced IRA and outlined several problems he believed to be of immediate importance for the organization.

Problems of the New Association

Several board members felt that the new organization should not undertake a major meeting until it was more solidly on its feet. President Gray was insistent that the First Annual Conference be held without delay. He eventually prevailed, and the Conference was set for May 11-12, 1956, in Chicago.

President Gray asked for suggestions for speakers and discussants, but he planned the Conference himself. The question was raised as to the paying of program participants for their services. Some felt that payment was entirely appropriate, but Gray insisted that such participation should be considered a professional responsibility. His idea carried and is practiced even today, with the exception of certain convention speakers outside the reading profession. For years, local and state councils followed suit and did not give honoraria. Now, it is a reasonably common practice to do so; but, often, the speaker returns the money to the council or sends it to the IRA Building Fund or Library Fund.

President Gray wanted the proceedings of the First Annual Conference to be published, but even more cautious members of the Board argued for delay of the project until the organization's financial situation improved. Only after heated discussion and strong opinions had been expressed did the Board decide to publish the *Proceedings*.

History repeated itself, to a limited degree, during the Gray administration. With a rather bleak, if not disastrous, financial situation staring it in the face, IRA turned (as ICIRI had done) to life memberships. A number of persons in ICIRI held life memberships and some individuals from NART questioned the advisability of continuing to honor such memberships. ICIRI members strongly argued that life members had paid their dues in good faith and should, indeed, be recognized as life members. An IRA committee was formed to deal with these problems but, to a certain extent, the question resolved itself. Because of the organization's desperate need for money, the ICIRI life memberships were honored and life memberships were opened as well to IRA members. In order to offer NART members an equal opportunity, life membership fees for IRA were set at ICIRI's original rate of \$50. Some individuals may have recognized the potential bargain in the life membership but, generally, most persons paid the fee because they believed in the Association and understood the need for money.

As the new organization moved along, one of its first knotty problems was that of incorporation as a nonprofit organization. Donald Cleland's brother, who had helped obtain the ICIRI charter in Pennsylvania, suggested that the Association adopt a resolution which would enable it to pick up that incorporation. The resolution carried and IRA was and still is incorporated in Pennsylvania, although its headquarters is in Newark, Delaware, today.

A few organizational conflicts arose concerning jurisdictions of the old NART state councils and the former local ICIRI councils. Mary C. Austin and Albert J. Harris made several special trips to smooth out the relationships and weld the organization into efficient unity. Independent organizations, such as the New England Reading Association, Connecticut Reading Research Association, Texas Association for the Improvement of Reading, and Washington Organization for Reading Development, approached IRA or were approached by IRA during this period to consider affiliation. At the present time, only the New England Reading Association remains a totally independent reading organization, even though affiliation has been considered many times over the years.

Inadequate provision for classification of councils representing countries other than Canada and the United States became a problem for the new organization. There were only two kinds of councils—local and intermediate. Organizations representing entire nations were reluctant to affiliate with the Association on the same level as a local or a state or provincial council.

Executive Secretary-Treasurer Cleland faced another problem when he found that some of the addressograph plates he inherited for IRA mailings did not fit the office machine, since the original groups had used different kinds of plates. It became a major frustration when some memberships had to be dropped, many new memberships and subscriptions had to be processed, and council charters had to be prepared and mailed. Cleland, who held his own full time job, was called on to do all of these tasks with limited help from the organization. Again, he enlisted the aid of his wife, his friends, and his dining room table. The working group processed more than 6,000 memberships and 30 local council charters. One corner of Cleland's university office served as Headquarters of IRA.

The First Annual Conference

On May 11, 1956, the First Annual IRA Conference opened in the Morrison Hotel in Chicago. A holiday air seemed to pervade the conference. Excitement grew as old friends met. This was the first gathering of the total reading "clan."

President Gray, Helen M. Robinson, and many others in Chicago worked for months getting ready for the conference. Every detail was

meticulously planned and as many tasks as possible were completed ahead of time. Many publishers were invited to set up exhibits and a surprising number accepted the invitation. Optimistic members prepared to receive about 1,000 registrants, while more skeptical members feared the worst. All were highly astonished when more than 2,000 persons poured into the facilities planned for 1,000. Many carefully laid plans suddenly had to be scrapped and new ones formulated on the spot. At one point, Nancy Larrick climbed up on a chair in order to direct the flow of human traffic.

A splendid spirit of enthusiasm pervaded the conference. There was insufficient standing room at the sessions where President Gray and Nila Banton Smith spoke. They, and other major speakers, gave their presentations twice to accommodate conferees.

Luncheon tickets were sold out almost before the conference began. Grace Walby and a number of other individuals (who later served as officers of the Association) were, at the time, graduate students at the University of Chicago and they worked in all phases of the convention, including checking name tags for proof of registration. One gentleman arrived without his tag, and as he approached the door he announced, "I'm Gates," and proceeded without question.

Part of the Association's success in the international area has always been the movement of members and leaders abroad on their own business. At that first IRA convention, Leo Fay met William D. Sheldon in the lobby of the hotel. Having learned that Sheldon was soon to go to Cambodia as a consultant, Fay teased him about having to leave the country. Neither could foresee that the next time Fay would see Sheldon would be one year later when Sheldon would stand on Fay's front porch in Bangkok. Needless to say, some of the razzing was returned.

President Gray's First Annual Convention theme was "Better Readers for Our Times." His hope was that IRA would be a major factor in creating better readers. At this conference, Gray made the often repeated statement, "The parents, ICIRI and NART, have produced a child named 'Ira.'" In spite of the clever analogy, the acronym did not catch on and IRA became known by its initials.

The first Assembly met with 29 delegates representing 30 councils. Most of the discussion centered around the relationship of the various kinds of councils and how these regional, state or provincial, and local councils were to fit into the new organizational pattern. Apparently, more heat than light was generated and most of the questions were left unresolved. Financial problems grew even though income from the conference was greater than anticipated. It was becoming painfully clear that the organization was going to run considerably in the red. Very few favored an increase in dues, so the only step taken to help the financial situation resulted in a 10 percent assessment of all dues collected by local and intermediate councils. Since there were only 30

such councils, this step was insufficient. There was disagreement about whether membership for the coming year would grow to 7,500 or, perhaps, as high as 10,000. The Assembly played it safe and adopted two budgets; one for \$24,006 and one for \$31,256.

Finances and the Proceedings

The problem arising after the convention was one of publishing the *Proceedings*. The Association faced a deficit but had committed itself to publishing the volume, even though the organization could not afford to risk a possible financial loss through printing and distributing a full length book. Nancy Larrick proposed that the organization appeal to commercial publishers for advice and help. *Scholastic Magazines* and *My Weekly Reader* were approached about the underwriting of the publication and the distribution of the *Proceedings*. Larrick wrote letters to both organizations and had an immediate affirmative reply from *Scholastic*. She went to see their president, Maurice Robinson, and their editor-in-chief, Jack Lippert. They agreed that the Association would do all of the editing and proofreading; *Scholastic* would design the book and handle all the production details. *Scholastic* would fill all of the orders the Association turned over to them, and the Association and *Scholastic* would both advertise the availability of the book. In case of a deficit, *Scholastic* agreed they would absorb it; if there was a profit, they would turn it over to IRA.

Gray and Larrick edited that first volume of the proceedings. Gray had one of his research assistants check every footnote and every bibliographical detail for accuracy. Dozens of errors were found. Some of the Association's most distinguished contributors gave inaccurate details about their own publications in their list of references; this says nothing of what they did to the books and articles written by others.

As it turned out, the book produced a small profit and became a major reference in the field for several years. *Scholastic* handled every detail with efficiency and relieved the organization of the problem of a costly and time-consuming job at a period when it was still having problems getting *The Reading Teacher* distributed efficiently, due to a mix-up in the merged mailing lists.

Gray tried repeatedly to pay off personally the deficit the organization had incurred during the time he had held the presidency. Almost everyone except Gray apparently believed that the deficit was simply the result of beginning a new and rather large organization. The other officers refused to allow Gray to bail out the organization at his own personal expense, but they were deeply impressed by his obvious dedication to the organization and the generosity of his offer. Gray was insistent and relented only when Nancy Larrick provided just the right touch of humor at that difficult moment. She stated that

she did not want such a precedent set since she was the incoming president. This time Gray did not prevail.

The merger that gave birth to the IRA took place at the end of a calendar year, but it had been decided to move the new organization to a fiscal operation that ended on the last day of June. Gray thus served for six months and turned over the administration to incoming President Larrick on July 1, 1956.

The Larrick Administration

In those difficult days, Nancy Larrick's vibrant leadership and her splendid sense of humor were sorely needed by the organization. She has a masterful command of the language, and it has been said of her, "Wherever she goes, she carries a world of shining words." She wrote and edited materials for children, and part of IRA's continuing interest in children's literature and in the people who produce materials for children can be traced to her influence.

Albert J. Harris was president-elect and Phillip B. Shaw and Linda C. Smith were new Board members in the new administration. During the Larrick administration, the officers studied the budget and categorized expenses in order to examine more clearly the financial situation. An additional source of income for the year was the sale of advertisements in *The Reading Teacher*. That year, officers spent many hours attempting to provide as many services to the members as possible, while avoiding expenses. President Larrick's year became so demanding that she did virtually nothing other than her work with Random House and IRA.

It was noted that every time membership services were advanced, membership increased. There simply was no getting ahead of the game. By the end of the year the number of members and councils had more than doubled, and local councils had formed in 26 states in the United States, four Canadian provinces, and in the Hawaiian Islands. Ontario led with 13 councils. Alberta, Massachusetts, Michigan, Minnesota, Missouri, Ohio, Rhode Island, and Wisconsin had intermediate councils. The number was increasing so rapidly that a handbook for establishing councils was developed.

Membership might have increased faster, but several organizations were denied affiliation because they practiced some form of discrimination. Some of the organizations which sought affiliation discriminated against blacks. The old ICRL had had black persons among its charter members and IRA continued the policy of nondiscrimination. There is no record that IRA ever condoned racial discrimination, even though such practice was common in the early days. Some of the organizations of reading specialists that did not allow classroom teachers to be members were not accepted as councils of IRA. The Association, at

its founding and to this day, remains open to anyone interested in reading.

A number of persons, particularly William D. Sheldon, were interested in the international growth of the Association. These enthusiasts talked about IRA in their travels and urged foreign reading educators traveling in Canada and the United States to establish IRA councils in their homelands. None of these efforts came to fruition during the year.

Apparently, the gamble of having the big convention early in its life had paid off for IRA. Many who had harbored doubts as to whether the organization would survive abandoned their doubts and joined. Much credit goes to Organization Chairperson Mary C. Austin, her state chairpersons, and to Clare B. Routley, Associate Organization Chairperson for Canada.

Publications and the Publications Committee

Although the membership was well pleased with *The Reading Teacher*, the Board decided that it was time to study the journal to see what could be done to make it still more useful and to add to its professional stature. Nila Banton Smith was asked to chair the Publications Survey Committee, whose duty it was to study the entire publications program and see how it might be developed for the future. A specific charge was to determine ways that *The Reading Teacher* might be improved. This appointment was an important one, for Smith was to become the enduring voice of IRA publications that continued to urge the initiation of new and practical publications and to call for the betterment of those that were ongoing.

The committee eventually recommended a rather substantial set of changes in the journal: a new cover design; more pages per issue; articles covering elementary grades, high school, college, and adult reading, and clinical work; assignment of research review to the research committee of IRA; strengthened effort toward review of timely books and articles; attention to council news; and addition of the "Clip Sheet" to features section.

Figurel, having succeeded Larrick as editor, quickly decided that he needed help with the expanded functions of *The Reading Teacher*. Phillip B. Shaw came on board as associate editor. The journal gained in professional stature and by the end of the year was distributed to more than 10,000 members and subscribers.

The Publications Survey Committee also recommended the continuation of the publication of the proceedings and suggested a study be made of the 1956 and 1957 *Proceedings* concerning matters of importance and length. Nancy Larrick edited the 1957 *Proceedings*, which was again produced in cooperation with the efficient *Scholastic*

staff whose generous and gracious contributions to IRA in the early stages were remarkable.

Later in the year, the Association Bylaws were amended and the duties of the Publications Committee were delineated:

The Publications Committee shall be responsible for all official publications of the Association. It shall make overall plans for *The Reading Teacher*; it shall explore the needs for other bulletins or publications in reading, which may be sponsored by the Association. The Committee shall delegate to the Editor of *The Reading Teacher* and to the Editorial Committee the responsibility for carrying out the plans developed, when they are approved by the Board of Directors.

The Publications Survey Committee was to change its name and become one of the most powerful of the IRA committees; on more than one occasion it has been accused of overstepping its authority. The jurisdiction of the Committee is a frequent subject of debate in the Association today.

Other Committee Work

The Program Committee, chaired by Albert J. Harris, proceeded with plans for joint meetings with other organizations as ICIRI previously had done. The Board advised the committee to advertise modestly in order to maintain the goodwill of other organizations. IRA participation in those joint meetings with many noted individuals in the field proved to be the only advertisement needed. At the meeting of the National Council of Teachers of English in St. Louis at Thanksgiving, President Larrick chaired the session that involved a Walt Disney production and presentations by Ruth Strang and Helen Huus. IRA cosponsored two sessions at the annual convention of the National Council for the Social Studies; and in February, IRA participated in a program at the American Association of School Administrators meeting where the speakers were Donald D. Durrell, William S. Gray, Ernest Horn, Nila Banton Smith, Mary C. Austin, Emery Bliesmer, Arthur I. Gates, Russell G. Stauffer, Nancy Young, Inez Gingerich, Elizabeth A. Simpson, Albert J. Harris, LaVerne Strong, and Helen M. Robinson. Margaret A. Robinson organized a joint program with the Ontario Educational Association at which Clare Routley presided and Nancy Larrick and LaVerne Strong spoke.

Chairperson George Spache reported the work of his Committee on Studies and Research. A questionnaire sent to IRA members resulted in reports of nearly 100 research studies in progress. About half of these were abstracted and sent to Agatha Townsend for publication in

"What Research Says to the Teacher," her column in *The Reading Teacher*.

Katherine E. Torrant reported that her committee on the Elva Knight Research Fund devoted most of its time and energy to the exploration of ways to supplement the \$1,805.21 which was then in the fund. Letters went out seeking contributions, and an article about the Fund appeared in *The Reading Teacher*. Discussions were held about using money from the Fund, but it was decided not to use any of the money at this point.

The Convention Goes to New York

Only a very brief time after the first of the annual conferences was over, Gray was already urging Larrick to start planning the second. Larrick held several meetings concerning the conference in the magnificent old mansion that housed Random House. She was in charge of the program and President-Elect Harris was in charge of exhibits, hotel arrangements, and other facets of the convention. Neither had clerical help that could be called upon to any great extent and had to do much of the work themselves. President Larrick recalls being at a meeting in New York with Gray. As they were walking across Fifth Avenue toward a restaurant, she asked him for his advice in planning the conference. He replied, "Call on your friends; make use of your contacts; and make your unique contribution." She found when she did call on people that not one single person turned her down. One of Larrick's unique contributions was the initiation at that conference of the Book and Author Luncheon. President Larrick had some question about what the attendance would be at such a luncheon. She need not have worried; over 800 people showed up. The tradition of that luncheon has continued as a part of IRA to this day. Larrick was a little surprised but much gratified at the reading people's responsiveness to the literary dimension that she sought to give IRA.

Association members were astonished to find it necessary to locate seating facilities for 1,500 persons at the second convention. Accommodations were found in the garish auditorium of the Manhattan Center in New York City. The Second Annual Convention was housed in the Hotel New Yorker and 2,912 persons attended, with Albert J. Harris in charge of local arrangements. The officers were jubilant. Membership and council affiliation had soared; publications were stronger than ever before; many troublesome little problems had been solved; and the convention was an obvious success. Major speakers presented their talks twice so that all present could hear them; facilities could not hold everyone who wished to attend the general sessions. Convention profits of \$8,838.40 wiped out a financial deficit of \$3,685.92. Although financial hard times were ahead for the organization, the immediate

spectre of financial collapse disappeared, never to return. Larrick's budget committee members proved their gift for numbers when they projected a budget of \$38,710 for the coming year. The year's income was, in fact, \$38,748.

Conference leaders in those days were rewarded by the hotel. Albert J. Harris was provided with a nice suite, but since no other suite was available for President Larrick, the hotel manager provided a beautiful room and a magnificently filled bottle. The annals of the organization contain no record of the disposition of its contents.

Prior to and during a convention, the officers of the Association usually drive themselves at a ferocious pace. This convention was not different. An informal conversation with Alex Crosby revealed that during this time period he found Nancy Larrick to be attractive, witty, and busy. He was a determined man, and when he found that she was too busy to see him as often as he liked, he followed her to the convention. During the convention he managed to propose to her but she said she was simply too busy to discuss the question at that time and that she would take the matter up with him later. After the convention, the question was resolved in Crosby's favor and their marriage took place shortly thereafter.

One convention highlight was the presentation of IRA's first Citation of Merit:

This Citation of Merit is awarded to Donald L. Cleland in recognition of his devoted, self-sacrificing, and meritorious service from 1951 to 1957 as Executive Secretary-Treasurer of the International Reading Association and the parent organization, the International Council for the Improvement of Reading Instruction, whose growth and development have been due in large measure to his efforts.

Headquarters Moves to Chicago

Cleland had worked long and hard as Executive Secretary-Treasurer under very trying times and conditions. He had never been able to convince the administration of his University that having the central office of the ICRI and IRA was a thing that brought prestige to the school, so they had never supplied him with anything like adequate office space or secretarial help. The IRA was financially unable to do so either. William S. Gray, Nancy Larrick, and others had seen the conditions under which Cleland had to operate and suggested that the central office be relocated. Cleland then gave up the position that had demanded so much of his time. Later, the IRA was to call him to further duty as a member of the Board of Directors and in 1970 to the presidency. He was also to chair two massive revisions of the Bylaws and to

head the fund for the Headquarters Building for a number of crucial years. For all the important and headline work that he did and continues to do, Cleland is most fondly remembered as the unpaid and largely unsung hero who did mountainous amounts of routine work and did it cheerfully.

The executive secretary-treasurer was appointed annually by the Board. Cleland served for several years, as had Roy Kress before him. Many possibilities were examined for appointing Cleland's successor and selecting the new Central Office site, which the Board firmly believed should be located near the executive secretary-treasurer.

The Board eventually selected James M. McCallister, who had studied with famous educator and psychologist Charles Hubbard Judd and had written several books and articles in the area of reading. Gray and Helen M. Robinson strongly recommended McCallister and pointed out that, as the retired dean of a college, he had the administrative skills and time necessary for the job of executive secretary-treasurer. McCallister taught courses occasionally for the University of Chicago and accepted the IRA position since the part-time work promised him an opportunity to render continued professional service in the field of reading. Little did he realize the full extent of IRA's part-time job. During the years ahead, McCallister, Gray, and Robinson often worked both day and night for the Association.

McCallister accepted the position and was pleased when Francis Chase, chairperson of the department of education at the University of Chicago, provided space in Judd Hall to be shared with the North Central Association for Colleges and Universities. IRA had only to pay for its own operations and office equipment.

McCallister took office July 1, 1957; but he served earlier as assistant executive secretary-treasurer from May 10 until July 1 in order to receive and deposit new membership fees, to pay for printing and mailing membership cards, and to pay for moving IRA records and equipment from Pittsburgh to the new Central office. One of McCallister's first chores was to go shopping for furniture. The task was not a simple one, considering the finances of the organization at that time. Albert J. Harris went with him and the two spent the greater part of the day buying office equipment, including an old beat-up desk for McCallister. Behind that old desk James M. McCallister was to labor long and well for the benefit of the association, the kind of behind the scenes work that often went unsung. Other desks were soon purchased. They were grey painted Navy surplus desks that were used for another fifteen years in the Headquarters office.

A committee of Chicago area persons was formed to facilitate operation of the new Central Office. Elizabeth Simpson, Samuel Weingarten, and Chairperson William S. Gray comprised the first Chicago Advisory Committee.

Because IRA was chartered in Pennsylvania, a number of legal

steps had to be taken before the Association could operate in Illinois. For instance, a resident registered agent had to be appointed in Pennsylvania. Gray suggested Donald L. Cleland, who kindly consented to serve.

An audit plus a number of legal papers, resolutions, and other materials were needed to start financial operations in Chicago. Jerome Emer and Company of Chicago, Illinois, completed that audit, and the same firm continues to check IRA books today.

All in all, the move to Chicago took months to effect. One entire shipment of records was lost, resulting in confusion and numerous complaints from local persons and some members and officers. The hubbub died down quickly, however, and most members were happy that now, at last, IRA had a new home. Albeit the office was small, the Association now had an office instead of a corner of one. Thus, another milestone was passed.

Chapter Four

Consolidating Gains and Moving Ahead

When Albert J. Harris became president of *IRA* in July 1957, the organization was a far cry from the old *ICIR* he had presided over five years earlier. Nothing in the operation came as a surprise, however, since he had been deeply involved in every step of the organization's development. Even though President Harris held a full time position and was involved in a host of other professional responsibilities, he found that fully one-half of his year's work was concerned with responsibilities for *IRA*. Hard work for the organization was not new to Harris. For five years he had served in various posts, and he continues today to lend full support to *IRA*.

Serving with President Harris were president-elect George D. Spache and the new executive secretary-treasurer, James M. McCallister. Dorothy Lampard and David H. Russell were the new members on the Board.

In the Larrick administration, the dues had been raised to \$3.50 and the life membership had gone from \$50 to \$125. As a result of this action, many persons dropped memberships.

The Drive to Regain Membership

The Harris administration set in motion an extensive effort to regain and extend membership on all fronts. The effort was largely carried out by the Membership and Organization persons, the Publicity Committee, and those who planned and implemented the joint conferences with other organizations.

Ralph C. Staiger, chairperson of the Membership Committee, and Mary C. Austin, chairperson of Organization, headed the membership drive. In the previous year, the rate of growth had more than doubled. By convention time of that year, however, the organization had not regained the loss suffered as a result of the increase in dues. The drive was stepped up even more after the convention and, eventually, membership was pushed a little beyond that of the previous year.

The basis for new membership was considerably strengthened by the formation of 32 new councils during the year. By now, there were

members, but not councils, in each of the states. Throughout the ranks of IRE, from the president to members of local groups, Association members urged others to join and to form councils. Generally, these efforts were rewarded but at other times they were less than spectacular. H. Alan Robinson took his wife, Ann, with him to a meeting of people on Staten Island where a local council was to be formed. Three people showed up: the local organizer, H. Alan Robinson, and Ann Robinson.

Helen Huus' Publicity Committee collected lists for mailing and publicity purposes, including national and state educational journals, journals and newsletters of state education associations in the United States, national and provincial educational journals of Canada, a corrected list of member councils of IRE, and a selected list of the Educational Writers Association. Dorothy Lampard collected the Canadian lists and publicized the IRE widely in Canada. President Harris sent special letters to the readers of *Elementary English* and to college teachers of reading.

The traveling exhibit, discussed since the days of the parent organizations, was initiated and partially developed during this administration. The purpose of the exhibit was to display publications, brochures, and other items intended to inform and pique the interest of prospective members. Its design was planned around the concept of a simple package which could be neatly folded and easily mailed from one conference to another.

Mailing lists were used extensively by IRE to publicize the existence of the organization, the Third Annual Conference, and the availability of the organization's publications.

Nancy Larrick and Alvina Burrows planned a massive cooperative publicity program for IRE and the National Council of Teachers of English, and they planned mailings that included everything from national mailing lists to local P.T.A.s. The two organizations practiced reciprocal advertising in their journals and at their conferences.

The IRE stepped up its joint conference program and included the American Educational Research Association; the Association for Supervision and Curriculum Development; and two meetings with the American Association of School Administrators, one in Cleveland and one in San Francisco.

During the year, membership dues were received from fourteen nations, mostly from persons in Canada and the United States and a few individuals outside North America. In reality, IRE was not very international. The discrepancy between the Association's name and the reality of its membership representation has been a concern over the years, and some members continue to argue that the organization should place its efforts where its members are and stop trying to be an international organization. This argument is built largely on estimated

cost per member and the services rendered to that member in the United States, as opposed to estimated cost and services per member in other parts of the world. Others in the organization hold that the Association has a moral and rational obligation to extend its services to other countries, particularly in the dimension of world literacy. They also feel that, in any international cooperation, gains ultimately go beyond the stated purposes of an organization. A few persons in the Association hold extreme views on the issue of international development but, apparently, the majority express moderate to conservative viewpoints. The organization has moved decidedly ahead in international development in some years and done little in others due to the international concerns of a particular president or other strong leader or to the political climate in the world at particular times.

In 1958, George D. Spache suggested that the IRA affiliate with the World Confederation of Organizations of the Teaching Profession at a cost of \$100. The Board agreed, and this action led to a relationship that continues to the present and had a bearing on the establishment of the European Office in Paris. During this administration, a reading group formed in West Germany and some IRA activities were initiated in Australia. President Harris recommended that the Organization Committee include a chairperson for international development and an associate chairperson from each country that offered sufficient interest and activity.

Publication Matters

The Publications Survey Committee was dissolved and reconstituted as the permanent and powerful Publications Committee with Nila Banton Smith as chairperson. As with the original group, there was concern about the relationship of the Committee to the Editorial Advisory Board and to the editors of *The Reading Teacher* and the *Proceedings*. The Committee saw its role as recommending policies to the Board regarding all IRA publications. It also expected to give recommendations to the Board regarding the selection of editors for the publications as well as advice concerning budget, printing and shipping contracts, number of pages in a publication, and even choice of paper. Specifically, with regard to *The Reading Teacher*, the Publications Committee was expected to make recommendations regarding everything from themes to choice of shipping procedures. These were not outside impositions on the editors, since the editors became members of the Publications Committee. Final decisions were, as always, Board decisions.

During the year, the Committee did make a number of very important recommendations which were eventually implemented. It was recommended that Paul Art Press be given contracts for printing *The*

Reading Teacher and the 1958 *Proceedings*; that 7,000 copies of the *Proceedings* be printed; that the Publications Committee assume responsibility for keeping *The Reading Teacher* within the budget; that no modifications in format, cover design, color, price, or number and kind of features of *The Reading Teacher* be made without the approval of the Board; that the advertising manager be added to the Publications Committee; and that the name "Editorial Advisory Board" be changed to "Editorial Advisors"—a name which more adequately identified the function of the group and clarified the official Board's final responsibility for the publication.

Other recommendations made by Chairperson Smith were that the feature, "Council News," be dropped from *The Reading Teacher* and that a separate newsletter be prepared and sent to members two or three times each year. The council newsletter would be designed to encourage attendance at meetings and conventions and to facilitate better communication within the Association. The Board considered the recommendation and its cost and shelved the matter. Those who knew Chairperson Smith knew they had not heard the last of the proposed newsletter and eventually her suggestion was implemented.

J. Allen Figurel asked to be relieved as editor for health reasons, and Associate Editor Phillip B. Shaw resigned as well. Nils Banton Smith agreed to assume the editorship only until a permanent editor could be appointed.

The October 1957 issue of *The Reading Teacher* appeared with a bright, redesigned yellow cover. It was the first issue under Editor Smith. The theme was on television which increasingly was dominating educators' attention in the late 1950s. Many teachers, especially teachers of reading, became alarmed about the amount of time youngsters spent watching television. This particular issue of *The Reading Teacher* confirmed a few of the alarms, but generally reassured teachers and even suggested that television could be a significant aid in reading instruction and reading motivation. "The Clip Sheet" also was introduced and soon proved to be a highly popular feature. Composed of several brief, informative announcements, the first Clip Sheet, edited by Nancy Larrick, announced upcoming magazine articles on reading and included a list of pamphlets on reading and television.

The December 1957 *Reading Teacher* explored differing viewpoints on classroom organization for reading instruction. There were indeed differing viewpoints, whereas ten years earlier in the publications of the parent organizations and their conferences there had been fairly substantial agreement that ability grouping was the "best way." The December issue also included a column entitled, "Quotes on Reading." It is said that these famous quotations impressed readers so much that they repeated them frequently in speeches at IRA conferences for two or three years.

Chairperson Smith, President Harris, and others on the Publications Committee and Board felt that Russell G. Stauffer was the best person for the editorship of *The Reading Teacher*. Stauffer was approached but protested that others could give more time than he. Smith's persistent belief that Stauffer was the right person finally overcame his reluctance. Smith says, "I called Russ to ask him to take the position and he refused. I wrote to him and he refused. We had lunch one day in New York and I asked him again. This time he accepted. To this day, that was my most significant lunch."

Stauffer took over as the editor with the February 1958 issue and certainly justified Smith's faith in him. He remained in the position for ten years. During that time, *The Reading Teacher* became so influential and important a journal that many who joined IRA did so primarily to subscribe to *The Reading Teacher*. Much of the power and influence of the organization was exerted through *The Reading Teacher* and Editor Stauffer was the single greatest influence on the direction and activities of the journal.

In the April 1958 issue of *The Reading Teacher*, President Harris called attention to a rising problem in the organization,

It has come to my attention that a number of people who send out announcements of reading or tutorial services are listing membership in IRA among their qualifications. The Bylaws of IRA state: "The name of the Association shall not be used by individual members for purposes of advertising or personal benefit." Since membership is open to anyone who wishes to join, it does not signify the possession of professional qualification and should not be listed as a professional qualification.

The October 1958 issue was the tenth published since the merger and in her column, "What Research Says to the Reading Teacher," Agatha Townsend gave an overview of the research that had been published in *The Reading Teacher*. Eighty research articles had appeared in the ten issues which covered a variety of topics. Townsend observed that virtually all authors agreed on "... placing the pupil and his progress at the center of the stage."

Members and leaders of the organization believed that *The Reading Teacher* should be included in *Educational Index* and Chairperson Smith promptly set out to accomplish that feat. She was advised that decisions about indexing were based on demand for a publication from persons using libraries across the country. Some eager IRA members suggested flooding libraries immediately with requests for information from *The Reading Teacher*. Smith counseled vigorously against such a campaign and, fortunately, her counsel was wisely heeded. The goal of indexing was pursued in a more conservative manner, but efforts were not successful for some time to come.

Business Matters and Elections

The Chicago Advisory Committee and Executive Secretary-Treasurer McCallister found they had their hands full during their first year of operation. They often had to drop one activity and hurriedly pick up another. The two- to three-day a week job McCallister had agreed to frequently required seven days and an occasional night in the office. The move was completed from Pittsburgh, new office procedures were instituted, membership and subscriptions were managed, contracts were handled, registration and other details of the annual conference were arranged, a new accounting system was instituted, and bills were received and paid. The Elva Knight Fund did not require much attention since it increased only by the amount of the interest it drew. The plans to raise the Fund to \$10,000 were not moving rapidly.

Questions were raised about who should be elected to office in the IRA. A persistent criticism concerned the fact that the organization now had a membership widely distributed over two nations and representative of reading people in all phases and levels of education, yet its elected officers had been heavily representative of Northeastern United States college professors.

Guidelines, drawn up for and by the Elections Committee, were largely commonsense suggestions. For example, the president-elect should have served on the Board or in some other capacity of major importance in the Association, should be intimately acquainted with the policies and activities of the IRA, and should have a great deal of time available to devote to the positions of president-elect and president. It was suggested further that, for the overall elected body, a good geographic distribution of nominees be made and that, if possible, various reading positions and interests be represented: classroom teachers, supervisors, consultants, and clinicians at the elementary, secondary, college, and adult levels.

Nominations made at large by members, through a request for nominations made in *The Reading Teacher*, were to be considered as well as suggestions by members of the Committee. A reasonable but rather conservative position was taken since the Committee was explicitly instructed to consider past officers and board members, chairpersons and members of committees, program participants at annual conferences, and contributors to *The Reading Teacher*.

The Milwaukee Convention

The Association gathered in Milwaukee for its Third Annual Conference, May 9 and 10, 1958. The theme was "Reading for Effective Living." Attendance was somewhat larger than the year before. In the

opening session, a citation was presented with which few if any disagreed:

For distinguished service in the teaching of reading the International Reading Association salutes William S. Gray, scholar, teacher, teacher of teachers, author, lecturer, and critic who has given unceasing help and encouragement to classroom teachers and inspiring leadership in the organization of the International Reading Association.

In the opening session, David H. Russell spoke on reading for effective personal living and Max Lerner, columnist and world famous author, spoke on "Reading's Place in an Effective Society."

The annual reception began in the late afternoon on Friday and some in the receiving line felt it would never end. One woman in the line is reported to have said to another, "They predict that 3,000 people will come through the line." Her friend replied, "I predict my poor arm will be one foot longer for each thousand."

More representatives of other disciplines than ever before—neurologists, psychologists, and vision specialists—appeared on the program. May Hill Arbuthnot talked about literature in the primary grades and Louis Slobodkin and Rebecca Caudill Ayars spoke about creating children's books. David Kopel chaired a session in which controlled vocabulary came under fire and the fire was somewhat quenched. A session was held on "Teaching Reading in English Speaking Countries." That the International Reading Association was not strongly international was indicated by the fact that William S. Gray of Chicago discussed reading in Great Britain, and Guy L. Bond of Minneapolis discussed reading in Australia and New Zealand. Canada's Clare B. Routley did discuss reading in his country.

Arthur E. Traxler, chairperson of the Studies and Research Committee, was highly gratified that two sections on research in reading and one on action research were in the conference program.

Believing the slump in membership to be over for a while, the Assembly accepted a budget of \$48,580 for the coming year. The IRA rapidly was becoming an organization of considerable importance. Other professional organizations took notice.

In his final report to the Board, President Harris gave a farewell address in which he warned of a great many problems the Association faced but with which he felt it could successfully contend. He pointed out that the high dropout rate of IRA members was a major problem. President Harris believed that a membership of at least 10,000 was necessary for the organization to operate effectively and carry out its purposes. To increase membership, he recommended a larger membership committee budget, student memberships at approximately one-half the regular membership fee, the use of a uniform application

form by the Central Office and affiliated councils, and the continuation of efforts that had been a major focus of his administration. These efforts included mail contact with reading instructors in colleges and universities, increased publicity, meetings with other professional organizations, and the development of the traveling exhibit.

President Harris also called attention to the growing inventory of back issues of *The Reading Teacher* and recommended that these back issues be sold at all large IRA meetings.

President Harris also recommended that committees be appointed before a new administration assumed office in order that work could begin without any loss of time. Harris also made a recommendation that was not to be implemented for a number of years—that the president be relieved of the responsibilities of planning the Annual Conference program to enable him or her to devote more attention to other affairs of the Association.

The Spache Administration

George D. Spache became president of IRA on July 1, 1958. Spache had been and remains one of the top researchers and authors in the field of reading education. He is also a man of considerable professional courage who is used to saying what he thinks. Few, if any, in the field have defended the profession against charlatanism and sham with more energy and forthrightness than George D. Spache. He had a genuine respect for the IRA and had supported its purposes at the expense of a great deal of time and energy. President Spache was a little annoyed at the claims the Association was making of being an international organization while doing very little about international development. He was determined that if the IRA was going to call itself international, then international advances should be made.

A. Sterl Artley was elected to the office of president-elect and Mildred A. Dawson, Helen M. Robinson, and Ralph C. Staiger were the new Board members. Dawson remembers an evening a few months earlier when she was surprised and pleased to receive a call from her former major professor, William S. Gray. He was calling to tell her she had been nominated for the IRA Board of Directors. Gray was pleased and urged her to accept the nomination. She told him that she would do so and that very night started getting her IRA files and materials in order. She was surprised to discover that she had forgotten to renew her membership. She rushed out the next day to rejoin the association she was called upon to help direct.

Chairperson H. Alan Robinson of the Membership Committee asked each of his committee members to take a geographical area and write personal letters to council presidents, college instructors, and others urging them to help increase IRA membership.

The uniform membership application was designed and prepared by Executive Secretary-Treasurer McCallister and the Chicago Advisory Committee. Ten thousand copies were printed and their availability to council officers was announced widely. About 4,500 were requested and 261 memberships were received on the forms. Additional memberships came in on lists, letters, and memos. The Board decided to try the application forms one more year before giving in to the rather eclectic and informal way the memberships were reported.

The Traveling Kit

Dorothy Kendall Bracken became chairperson of the Publicity Committee, but Helen Huus continued to work on the traveling display kit. The finished kit was a clever and attractive 65 pound peg-board display. It was designed to be mailed to those who requested it for conferences. Huus mailed the kit to the central office. Its maiden voyage was to a meeting in Winnipeg; from there it was shipped to Pittsburgh for a meeting of the National Council of Teachers of English. In Pittsburgh, its travels came to a halt. It had been roughly handled in transport; people had taken items meant only for display; and cost of shipment was frightful.

Nevertheless, the kit idea was not abandoned. Chairperson Bracken found a source of inexpensive, lightweight wire kits. Plans were made to purchase one for each committee member who could thus send the kit to meetings in his own geographical area and further reduce transportation costs. In addition, the committee was expanded to offer better geographical coverage of Canada and the United States.

Meetings with Others

The year was highly successful for IRA through its joint meetings with various professional organizations. At the National Council of Teachers of English meeting, Russell G. Stauffer conducted a demonstration lesson with fourth grade youngsters—a performance which some other professionals would not risk.

Constance M. McCullough and Gertrude Whipple were the main IRA speakers in the Association's joint meeting with the National Council for the Social Studies. Four combined meetings were held with the American Association of School Administrators in Atlantic City, featuring several IRA members as speakers. One of the sessions was on "Research in Reading and the Other Language Arts," and eight separate studies were reported and discussed—one was presented by a bright young researcher, Theodore Clymer. The IRA was to see and hear much more from him in the years ahead. In the joint meeting with the Association for Supervision and Curriculum Development,

Don Parker talked about the "Marks of a Good Reading Program," and Marion Anderson spoke on the publisher's role in producing good books for the reading program.

Participation at joint meetings helped IRA reach new members and build bridges of goodwill between the field of reading and other areas of education. IRA's impact was due largely to those persons who contributed enormous amounts of time and professional effort in planning the programs.

Publication Developments

At the conference in Milwaukee, five suggestions were made to the Publications Committee—two of which merited special consideration. It was suggested that IRA publish a research journal and, although the committee decided that the Association was not yet ready for such an undertaking, the proposed journal did later become a reality. Another suggestion, that the committee include a larger representation of classroom teachers, was recommended to President-elect Artley for implementation.

Chairperson Smith again brought the matter of the council newsletter to the Board, which again shelved it. A great many persons began to side with Smith, and the matter was reopened and passed by the Board. Louis Cooper was named editor of the little publication that was to be published three times a year.

President Spache announced in the April 1959 issue that *The Reading Teacher* would be increased to 80 pages to allow more articles to be published. The print order was increased, as well, to 15,000 copies. The journal had come a long way since its origin as two mimeographed news bulletins. The issue theme, "Developing Lifetime Habits in Reading," was one the Association returned to repeatedly; and an IRA committee operated for a number of years examining the research to determine effective ways of building lifetime reading habits.

The Publications Committee recommended and the Board later approved an Association effort to persuade librarians to support the inclusion of *The Reading Teacher* in *Education Index*. Chairperson Smith opposed this pressure tactic and advised patience. She stated her belief that the journal would eventually be indexed due to its own merits. During Stauffer's editorship, the journal had increased in size and circulation and judicious selection of articles had increased the journal's impact. Even though the Board decided to mount a concerted drive to get *The Reading Teacher* indexed, not a great deal was really done to pressure the librarians.

A number of individuals requested that a job exchange be included in *The Reading Teacher* as a regular feature. The Publications

Committee warned that a number of complicated problems could arise out of such a practice and that such a feature might detract from the highly professional image the journal had acquired.

The *Proceedings* began to trouble the Publications Committee and the Board. The 1957 and 1958 editions did not sell as well as had been expected, and many of the 7,000 copies of the 1958 edition were still on hand. A promotional leaflet was sent out with modest results. The committee recommended that Editor J. Allen Figurel limit the 1959 *Proceedings* to 224 pages and that the number of copies printed be reduced to 4,000—an action representing one of the few cutbacks the organization ever experienced. Editor Figurel was provided with only \$200 for clerical help with the 224 page publication.

The publication output of the Association was now so great that requests to reprint were being received. It was decided that if other publishers and authors wanted to reprint materials from the *Proceedings*, *The Reading Teacher*, or other publications they would be charged \$5 per page by the Association—a charge modest enough to encourage persons with a real interest in the material but great enough to discourage indiscriminate use of the Association's publications. A number of members in the Association suggested publishing separate pamphlets containing selected reprints of IRA articles on particular topics. Most committee members favored such projects, although they had reservations. Chairperson Smith wanted the Association to sponsor pamphlets on special topics, but was decidedly against rehashing old materials. President Spache voiced strong opposition to the printing, reprinting, and reprinting of materials. The committee asked for more time to study the question.

Life Memberships

The life membership money that had served as a bulwark against financial ruin was reevaluated. Six thousand dollars were taken from the general fund and placed in a Life Membership Account. Interest from the account was to be used to maintain the life memberships which were now costing \$3.50 per year. Interest in excess of that needed for maintenance was to be transferred to the Elva Knight Research Fund. With this stroke of genius, the Association thus laid to rest the last of the old contested issues of NART's Elva Knight Fund and ICIR's life memberships. By the end of the year the Elva Knight Research Fund had acquired more than \$2,800, but no money was spent since the decision had been made to wait until the fund reached a total of \$10,000. The lingering question thus was resolved concerning jurisdiction and responsibilities of the Elva Knight Research Fund Committee and the Committee on Studies and Research. The Board decided that the Fund committee, chaired by Marion Kingsbury, would

assume major responsibility for administering and increasing the Fund. The Committee on Studies and Research, chaired by Theodore Clymer, would be chiefly responsible for policy making regarding the kinds of studies to be supported by the Fund.

Clymer's committee also took considerable time and care to define its major objectives. During the year, the committee continued to answer requests for consultative help in research; it also developed bibliographies and lists of reading clinics and summer reading camps to aid the Central Office in answering the increasing number of requests for such information. The IRA again expressed its interest in annual reviews of reading research. Chairperson Clymer became editor of a series of reviews to be published in *Education*. The Carnegie Corporation was approached but declined a request for support of IRA directed reading research.

Helen M. Robinson's well-written Bylaws for IRA needed no revision until 1958, even though the Association's activities grew considerably during those years. The revisions, even then, were minor and concerned the temporary performance of official duties of a president, president-elect, or executive secretary-treasurer should one of these officers become unable to serve. Elizabeth A. Simpson chaired the Bylaws Committee during all three administrations of the IRA.

Membership Standards and Ethics

President Spache was past president of NART, an organization strictly for professionals. He and others questioned the membership policy of IRA since the Association was for all practical purposes a professional organization, even though it had no professional requirements for admission. The question took on immediate and practical considerations when some members started advertising their IRA affiliation as an indication of professional competence. The Board considered the question. Some suggested designating types of memberships, but soon realized that if professional memberships were established, qualifications for such membership would have to be defined. One problem could lead to another and finally state and provincial certification would have to be considered.

President Spache appointed a Membership Standards Committee, with Charles T. Letson as chairperson. Spache felt that the committee might clarify professional levels in the reading field and might produce positive effects on certification and graduate work. He believed that the committee's work would enhance public and professional recognition of IRA and the role of the reading specialist. He recommended that an investigation be made of possible divisions within the Association for those having specialized interests, such as: classroom teachers, reading supervisors and consultants, reading clinicians, and clinical directors.

During the year, the committee examined in depth the various problems and resulting side questions. As a result of the investigations, the committee recommended the establishment of minimum standards for reading specialists and issuance of an IRA certificate to those who met the standards. The committee also recommended a written code of ethics for the Association. Because of the possible far-reaching results of such proposals, President Spache and the Board wanted the membership to express its will on these matters. The IRA certificate never came into existence, but both the statement of standards for reading specialists and the code of ethics were to find eventual form in the Association. Even today there is not much direct clout associated with these two statements, and the IRA does little to police its ranks. Special divisions and differing memberships in the organization came to be feared, and little action was taken on the earlier recommendations. During the Artley administration a year later, the committee became the Professional Standards Committee and submitted a report on "Minimum Standards for the Professional Teaching of Reading." The report was published to serve as a guide to: administrators in identifying reading specialists, teacher training institutions in setting up programs in reading, and state and provincial agencies in setting up certification requirements for reading specialists.

The Committee on Evaluation continued to investigate the effectiveness of various Association programs and projects and reported the results to the individuals concerned.

Membership and Organization Activities

Having survived the increase in dues, the Association faced less difficulty with membership. Activities for gaining and holding members were continued and by the end of the year, the Association membership reached the 10,000 goal that Past President Harris believed essential for effective operation of the organization. Members represented all states and two territories of the United States, as well as eight Canadian provinces. Organization Chairperson LaVerne Strong helped charter 22 new councils. Canadian organization Chairperson Clare B. Routley reported a total of 33 councils in Canada. The Association's oldest council, the Toronto Council, had more than 1,000 members.

One of the major thrusts of the Spache administration was the strengthening of the Association's international development. At the year's end, a few members, subscribers, and scattered IRA activities were evident in Africa, Asia, Australia, Europe, and South America. A council was formed in Australia, and May F. Marshall was named Associate Organization Chairperson for Australia.

Within the Association there had always been debate about international development and an Overseas Activities Committee had been

set up. Perhaps the Association's ambivalence is reflected even in the naming of that committee. It seems inappropriate for a truly international organization to have an "overseas" committee.

During the year, Marion Kingsbury represented the IRA at the meeting of the World Confederation of Organizations of the Teaching Profession, an affiliate of UNESCO.

Delwyn G. Schubert was asked to encourage the development of councils in Europe since he was to be working for two years with reading programs at the various United States military bases in Europe.

The Convention Is Held In Canada

For a number of years, Canadian members believed that United States dominance in the organization was too great. Some Canadian leaders strongly urged that a separate Canadian association be formed. Although Canadians were well represented on the Board and on major committees, no annual conference had ever been held in Canada. Toronto extended an invitation, and IRA held its 1959 Annual Conference there. The Conference was an enormous success and many United States conferees came away with a strong feeling that their organization was indeed international.

Margaret Robinson was the Toronto local arrangements chairperson. Clare B. Routley, in charge of conference promotion, arranged for important Canadian officials to attend. Local schools were closed to allow teachers to attend the convention on Friday, and a general holiday spirit pervaded the entire gathering. One innovation of this meeting was the provision for one full day of school and clinic visits before the conference began.

Although some people expected the Toronto Conference to attract fewer conferees, 3,500 persons came—the highest attendance for any conference up to that time. The magnificent Royal York Hotel offered excellent convention facilities and when President Spache was shown to his suite, he found it to be as big as a house.

It was cold in Toronto at the time, but there was not much snow on the ground. Some of the Florida delegation particularly felt they should not have been subjected to such weather in May, and it was almost the last straw when they found the first general session was to be held in the ice skating rink. Spache and others had looked at the rink earlier with some misgiving. They could envision this enormous area with a few IRAs rattling around in it. They need not have worried; the arena filled up almost immediately. It actually turned out to be an impressive setting. The Bishop of Toronto gave the invocation.

Distinguished citizens of Canada put in regular appearances at the conference, and some people from the United States got their first real feelings of being in a foreign country when toasts were made to the Queen. At one luncheon, Nancy Larrick found herself seated next to a

high ranking Toronto official. When he asked her how she was enjoying the city, she replied she had been unable to leave the hotel although she had wanted to shop for some Black Diamond cheese. Later she received a package from the gentleman containing an entire round of the coveted cheese.

President Spache planned the entire conference program himself, doing virtually no other work from September through December; and the effort still amounted to two full time jobs. On the last day of planning, he received thirty-four telegrams concerning acceptances, rejections, possible absences, and other program matters.

About 40 percent of the presentations were made by Canadians, who deeply impressed United States members with their scholarship and competence in the area of reading—that professional respect for Canadians continues to the present day.

The printed program was an impressive understated gray and white document that had six folds but remained simple and handled easily. One lady remarked that Americans should have all their road maps designed by Canadians. W. R. Wees, vice-president of W. J. Gage, Ltd., volunteered to print the program and a credit line to this publisher of Canadian textbooks was included.

One hundred forty-six persons participated on the program. Spache's theme, "Reading in a Changing Society," oriented the program toward a look at present practices and speculation about directions for the future. Sessions were designated for the specific teaching jobs or areas of interest: primary grades, college, administrators and supervisors, remedial teaching, clinics, and others. Sessions were held for parents or were directed toward work with parents. Theodore Clymer, chairperson of the Committee on Studies and Research, placed some of the work of his committee on the program. Arthur S. McDonald, N. Dale Bryant, Nina Flierl, and Lyman C. Hunt all made presentations on the subject of television and reading, discussions coming largely out of IRA committee work on the topic. Sixty publishers exhibited materials at the conference, and these displays became the center of much activity at that conference as they are at the meetings today.

The Organization people, like so many others in IRA, did their work largely or completely at their own expense including typing, mailing, and traveling. This year at the convention the first IRA Organization Committee breakfast was held for these people—Dutch treat, of course.

The subject had come up before, but it was at the Board meeting in Toronto that another important decision was made for IRA. At future conferences Preconvention Institutes would be held. These sessions were to provide opportunity for participants to stay with a subject for a much longer period of time than was the usual case with convention presentations. Jeanne Chall had chaired the committee that studied

the question and recommended the Preconvention Institutes. The Board decided to have four one-day institutes in conjunction with the Annual Conference in New York in 1960. There was no way the Board was going to spend extra money for these institutes and it stipulated that the institutes must be self-supporting.

Chapter Five

Growing Up on a Budget

A. Sterl Artley was already widely known and respected in the field of reading when he came to the office of IRLA president in the summer of 1959. A man of immense talents himself, Artley has the rare gift of being able to bring out the best in the people around him. The organization made solid gains on all fronts under his leadership.

Mary C. Austin became president-elect and Nila Banton Smith, Anne McKillop, and Morton Botel were elected to the Board. Phillip B. Shaw succeeded Nila Banton Smith as chairperson of the Publications Committee. The Council Newsletter Smith had initiated was finally published and Louis Cooper was editor.

Publication Problems and Progress

Indexing of *The Reading Teacher* articles in *Education Index* was no closer to accomplishment than it had been two years earlier. Some wanted to send a barrage of letters to impress the librarians with the strength of the Association. However, Smith was trying to get the indexing done in a more conservative manner. She said that such a barrage could possibly spoil whatever chances they had. It was a very discouraging situation. Because *The Reading Teacher* was not indexed, users of libraries often were unaware of the existence of articles in the journal; therefore, there was little demand for the journal. The decision about indexing depended entirely upon librarians' listings for the Library Indexing Committee, indicating the periodicals for which there was the greatest demand. Smith believed that the journal's impact had improved but she was not optimistic that it would become indexed in the immediate future.

Smith was jubilant with the report on the study of possible service pamphlet publication. Response to the study indicated that people put a high priority on the publication of such pamphlets. In addition, the report suggested the content should be new material rather than re-printings of previously published IRLA articles. Smith had been adamant on that point. She was keenly disappointed when the Board referred the proposal to the Publications Committee for further study and would have been even more discouraged had she known that the Board would continue to shelve the proposal for some years to come.

A study was made of a possible service bulletin published jointly by the IRA and the National Council of Teachers of English. The Council proposed that Nancy Larrick and Ralph C. Staiger, in consultation with a representative of the Council and the chairperson of the Publications Committee, select a committee and outline the publication. The committee was formed, and "Reading and Linguistics" was launched.

IRA in Australia

For the February 1960 issue of *The Reading Teacher*, David A. Russell wrote an article on IRA's activities in Australia. He reported that three councils had been formed and that, "Everywhere there seemed to me to be a stirring of interest in reading instruction and an attempt to get answers from research for the solution of current problems." Russell spoke to a council that had been formed in Perth under the very able leadership of May Marshall. He also spoke to two other groups that were trying to form new locals, one in Sydney where he met with about 75 persons and another in Brisbane with about 30 persons. Russell felt that Australian educators could be of great service to IRA and that, conversely, IRA could be of great service to Australian education. He voiced an opinion that was frequently expressed in those days, "*The Reading Teacher* is the most important agency at the moment for providing nourishment of ideas and leadership in instruction."

Frequent requests for back issues of *The Reading Teacher* were received although volumes one through ten were no longer in supply. To satisfy the demand, the Board authorized the microfilming of these out of print issues.

In April, Editor Stauffer initiated the practice of including one nontheme issue of the journal each year in order to offer readers a large number of fine articles which did not fit into a planned theme.

The Association learned to be prudent with the *Proceedings*. After printing 10,000 copies of the 1957 *Proceedings*, a total of 1,647 remained in inventory on December 31, 1959. At the same time, 878 of the 7,000 copies printed of the 1958 *Proceedings* were also on hand. The Board authorized only 5,000 copies of the 1959 book which had grown to 224 pages.

Membership and Publicity

A solid growth pattern in membership emerged during the year. H. Alan Robinson's Membership Committee and the Central Office carried out an extensive membership drive by mail. They wrote letters, sent out information fliers, and mailed more than 4,000 brochures. As

a publicity measure, they also sent out hundreds of copies of *The Reading Teacher*.

Then, as today, one could be a member of a local council without being a member of the international association. As a result, many persons were only local council members. A program of direct letter writing was tried to see whether these local members could be persuaded to become international members. Seventy-five such letters were sent. Since there was no follow-up or extension of this program, it is assumed it did not have spectacular results. The uniform membership forms continued to be largely ignored; people sent in their memberships on old ICIEU invitations, letters, or anything they found convenient to write on. The IRA form, therefore, was discontinued.

In the December 1959 *Reading Teacher*, President Artley announced that, as of September 1, 1959, the Association had 114 councils in the United States, 35 in Canada, 2 in Australia, and 1 in Germany. Later in the year, the first Puerto Rican council was formed. Letters were sent to selected school administrators apprising them of the contributions of IRA and asking them to encourage their staffs to become IRA members and form IRA councils. Intermediate councils were reminded by letter of their responsibilities for the formation of new councils.

Dorothy Bracken's Publicity Committee pushed hard for greater IRA participation in joint national programs with various professional organizations. It was felt that as a result of these meetings, IRA's memberships, subscriptions, conference attendance, and quality of activities would grow. The IRA harked to its NART origins and held a joint meeting in New York with the Educational Records Bureau. The Association also went north for a joint meeting in Saskatoon with the Canadian Educational Association. In addition to these new meetings, IRA also held its regular joint sessions with the five organizations it had been involved with in past years.

The wire exhibit racks were displayed successfully in 36 conferences. Bracken recommended a vastly expanded Publicity Committee, with an exhibit rack supplied to each person on the committee.

Some Canadians contended that the Association's leaders still neglected Canada to a marked degree. President Artley responded to the criticism and took to the Canadian Pacific Railroad. He traveled extensively in four provinces speaking at local councils, trying to help form new councils, and meeting with school persons from Winnipeg to Vancouver.

By Annual Conference time, the drives, programs, and hard work had reaped results. More than 10,000 members were enrolled in IRA, 273 of them in countries other than the United States and Canada. Moreover, 31 subscriptions to *The Reading Teacher* were going to countries other than those with the 273 memberships.

The Elva Knight Research Fund and the Studies and Research Committee

The Life Membership Fund was adjusted to provide for the increased cost of the memberships and the surplus from those funds—\$4,424.72—was transferred to the Elva Knight Research Fund. The previous spring when the Fund was still almost \$400 short of its \$10,000 goal, Rachel Chaffey and Janet Pope contributed \$1,000 to put the Fund over the top. At the year's end, Marion Kingsbury's Elva Knight Research Fund Committee reported on means for raising additional funds and ways to use the Fund and, having reached its goal of \$10,000 for the Fund, the committee asked to be discontinued. The Board agreed and expressed appreciation to those who had worked so hard to achieve this milestone.

The Association now had to decide how to allocate the money from the Fund. Acting on the recommendations of the Knight Fund Committee and the Research and Studies Committee, the Board decided to provide grants rather than loans and use only interest from the Fund. Research studies in progress could be supported or the grant could be used to publish research that had been completed. A committee on Research Grants was to be appointed to recommend researchers for the grants.

Theodore Clymer's Studies and Research Committee also recommended to the Board that IRA award citations whenever truly outstanding research was identified. It recommended the formation of a Committee on Research Grants to identify such research. No citation was to be awarded unless the research won two-thirds approval of this new committee and two-thirds approval of the Board. These recommendations led to today's presentations of awards at IRA's annual conventions.

Using previously published articles from *The Reading Teacher*, the Studies and Research Committee also identified a number of topics that could serve as the basis for service pamphlets and recommended that the Publications Committee develop the pamphlets. These proposed pamphlets faced rough sledding in the Publications Committee.

Other Committee Activities

Ralph C. Staiger headed the Citation and Awards Committee which was to explore citations in another area and make recommendations to the Board concerning proposed citations to outstanding leaders in reading. Such awards would be presented at the Annual Convention. Multiple awards were authorized should deserving recipients be agreed upon; if no person was so identified during the year, no award would be made. An Award Screening Committee was established and

a citation candidate had to receive unanimous approval of this committee before recommendation could be made to the Board. Two-thirds approval of the Board then was required before the award could be made. The citation would be based on outstanding service in research, writings, teaching, and service to IRA.

Arthur McDonald chaired the Television Committee during the Artley administration and a number of things were accomplished. Some experimentation was done with the teaching of reading by means of television, reports were made concerning the educational uses of television, and a summary of investigations on television and reading was prepared for *The Reading Teacher*.

Margaret Early's Constitution and Bylaws Committee recommended and received approval by the Assembly for two amendments. The first dealt with the composition of the Assembly itself. The other stated that an intermediate council could be formed by representatives from at least two-thirds of the local councils in the area it was to serve. The questions of jurisdiction of the different kinds of councils was slowly but steadily being resolved.

Sex bias in elections was feared by some members of IRA, and frequent discussion centered around the thought that, when a woman ran against a man, she usually lost; and when Canadians ran against United States members, the Canadians usually lost. Others believed that Southern or Far Western members in the States were also at a disadvantage. Whether discrimination was real cannot be determined for sure; but the problem was voiced and many persons believed that bias existed.

Albert J. Harris was chairperson of the Elections Committee which proposed an extensive list of qualifications for elected officials and a set of procedures for the Elections Committee. Many of the items, as previously stated, stressed the amount and quality of service in the field of reading and to IRA. Specifically, it was decided that candidates for president-elect should be all males or all females, that in successive years candidates from different geographical locations should be selected, and that

A major consideration should be that the possible candidate should have a position in which secretarial assistance, filing space, etc. are available and a flexible work schedule which allows for a substantial amount of time to be devoted to IRA affairs during the years of presidency.

Specific recommendations about candidates for the Board also dealt with geographical representation and special interest areas. "When necessary to insure that the balance of the Board will remain satisfactory, candidates for Director should be paired." It was further decided that, "At all times, there should be a minimum of one Director who is not a resident of the United States of America."

Preconvention Institutes

Jeanne Chall headed the committee on the preconvention conferences. Under her able leadership, the first preconvention institute was successful beyond anyone's expectations. The institute first was limited to 100 participants; when the applications started pouring in, the absolute top number that could be accommodated was believed to be 200 participants; 206 finally were accepted, being selected from 600 applications. Some unhappy applicants who were notified that they could not attend, wrote and telephoned their disappointment to the committee and the Board, advising them to make more generous plans for future preconvention institutes. Consistently, the Association has gotten into more difficulty for underestimating than for overestimating the drawing power of its activities. The first institute theme, "Neurological and Psychiatric Considerations of Reading Retardation," was a subject of considerable interest to reading circles, but no one expected 600 persons to be willing to come one day early and pay \$7 in extra fees in order to attend. There was no arguing with success; the preconvention conferences were to be a part of IRA in the future and Jeanne Chall would be asked to coordinate them.

The Convention in New York

President Artley started in the early fall of the preceding calendar year to plan the Fifth Annual Conference. For months his workroom was wallpapered with the program. His only real help was Mrs. Artley who sent out invitations and thank you notes and helped him arrange and rearrange the program on the walls of his study. It is some indication of the dedication of IRA members that every person Artley asked accepted, and every person who accepted kept the commitment—with the exception of one individual who was involved in an accident.

The convention was held in New York City but for months prior to the meeting, those trying to work out details were given headaches by the hotel people and the staff and management of the meeting areas. The officers of IRA traditionally watched every penny spent and worked and traveled at their own expense. They were outraged, therefore, that unions in New York made them hire more persons than they believed were necessary.

It was beautiful weather when the 3,844 conferees finally arrived in New York. The convention was highly successful and most members agreed that New York was indeed one of the world's most exciting cities. Some said they had a bit more excitement than was useful to them since they were frightened out of their wits by that menace of all menaces, the New York cab driver. Reading teachers got a bit of vocabulary development as the cabbies leaned out of their car windows

and expressed their opinions of one another's driving skills as they swerved in and out of the ferocious traffic.

President Artley's theme was "New Frontiers in Reading" and included sessions on most topics of interest to reading persons. Most of the presentations were solid and practical, but some were theoretical and esoteric. Jack A. Holmes' topic was "The Substrata Factor Theory of Reading: Some Experimental Evidence." Constance M. McCullough wrote later in *Reading For All*, "At IRA's Annual Convention in May 1960, Jack Holmes spoke on his Substrate Factor Theory of Reading and stole the headlines in every report on that gathering." Later IRA was to publish a book, *Theoretical Models and Processes of Reading*, in memory of Jack A. Holmes. Controversial issues emerged when Carl Delacato, Donald E. P. Smith, and Newell C. Kephart discussed the causes of reading disabilities in terms of neuropsychological factors, neurochemical factors, and brain damage.

A session that attracted great interest was Emmett A. Betts' talk about basic reading instruction. Everyone knew how Betts felt about basal reading programs and that Jeannette Veatch, an apostle of individualized reading, was going to challenge him. Guy L. Bond and Kate Miano were also on that program. The audience was electrified even before the session began, anticipating strongly expressed diverse views. There was standing room only at the rather stormy session which continued to be a hotly debated topic of discussion at gatherings during the rest of the convention.

The Second Annual Breakfast for Organization Committee Members and the First Annual Breakfast for Council Presidents were held at this convention.

President Artley, worried about financial stability of the organization, urged that the Board handle the members' money in as frugal a way as was compatible with the purposes and needs of the Association. As a result of extremely careful management, the Association came to the end of the fiscal year with a surplus of \$11,609.01. Artley and others breathed more easily knowing that the Association now had a small financial cushion. It was decided that during the coming years when any surplus was produced, it was to be held in reserve for one year to take care of any unexpected developments. At the end of that year, the reserve could be spent for expansion of services by the Association.

Through judicious expenditures and attention to quality of programs, publications, and committee activities, President Artley had steered the IRA through a very successful year.

The Austin Administration

In the summer of 1953, Mary C. Austin had stated that she thought NART and ICIRI should unite to form one organization. In the

summer of 1960, she was called upon to lead the organization that had emerged. The early years of IRA had been largely given to membership recruitment and the formation of new councils. Austin had been one of the major driving forces behind the organizational activities of the Association. Those who knew her well felt that she would bring to the Association some very specific ideas about the improvement of the entire area of reading teacher education.

Working with President Austin were President-Elect William D. Sheldon and new Board members Gertrude Whipple, Donald L. Cleland, and Donald G. Warren who was also Organization Chairperson for Canada.

A Giant Is Lost

In the fall of 1960, the IRA and the entire field of reading education suffered a grievous loss. William S. Gray was on a Wyoming vacation when he was thrown from a horse and killed at the age of seventy-five. One of the giants of the field was gone and reading professionals everywhere were saddened by the loss. William D. Sheldon spoke for the Board in saying,

It is with a sense of profound loss that the Officers and Board of Directors of the International Reading Association observe the death of William S. Gray. Dr. Gray was a key figure in the creation of the IRA and was its first president. In the years following his term of office, he continued to devote his energies to the development of this organization which he has helped to found.

His role as preeminent spokesman for the field of reading, as well as his distinguished career in the broader field of education, inspired several generations of students and colleagues. We know that in the affairs of the International Reading Association, Dr. Gray's influence will continue to guide us. We hope that whatever this organization achieves in the future will be, as it has been in the past, a tribute to his wise and vigorous leadership.

Although Gray was missed everywhere, the loss was felt most keenly in Chicago. Helen M. Robinson, James M. McCallister, Elizabeth Simpson, and others had lost a close friend and keystone in their work.

For the third year it was recognized that the Central Office space was woefully inadequate. Funds were available and the Board authorized a move. Unfortunately, no acceptable place to relocate had been found. Helen M. Robinson was chairperson of the Permanent Headquarters Committee and had made considerable investigations for a possible permanent home for the IRA. Although several places were examined, none was satisfactory. The University of Chicago

could not or would not provide adequate space on campus, and possibilities near the campus were extremely meager. An offer of Frank Lloyd Wright's Robie House for \$100,000 was, for obvious reasons, not considered seriously by the Board.

After considerable investigation by committees, the Board, and others, space finally was selected in the Shoreland Hotel at 5454 South Shore Drive in Chicago. A suite of three rooms on the seventh floor was rented for one year for \$3,600. The move was not made until March 1961. Plans for a permanent home were continued, but they were pursued with less pressure now that another temporary home had been found.

Council Development and Membership

Promotion of council development and membership continued as in the preceding administration. President Austin, Organization Chairperson LaVerne Strong, and others sought to have an organization chairperson for every state in the United States. However, that goal remained elusive in the first part of the 1960s. As before, some squabbles developed during the year over the relationship between intermediate and local councils. Again cool heads prevailed. Dorothy Kendall Bracken's Publicity Committee worked through the state and provincial chairpersons. Bracken channeled mailings through these persons and made certain that each of them had one of the now famous wire racks and a set of display materials for conferences. More than 12,000 persons were now IRA members.

Canada had 36 local and intermediate councils and IRA members in its ten provinces. Much of the development of the Canadian influence in the Association was due to the work of Clare B. Routley. He asked to be relieved of his position as Organization Chairperson for Canada since he was going abroad to work. David H. Russell introduced a resolution which was passed by the Board that stated:

Whereas Clare B. Routley has faithfully served IRA for many years, and whereas he has stimulated the growth of many Canadian councils in that organization, and whereas he has done much for reading instruction generally, be it resolved that the IRA express its gratitude and extend best wishes for his work overseas.

Publications

The Reading Teacher, still in its bright yellow covers, increased from four to five issues for the year; this being accomplished without an increase in dues. The journal also reached a circulation of more

than 17,000 and was being sent to at least 27 nations. There could be no doubt that IRA was making significant changes in how millions of the world's youngsters were being taught to read. Australia, with the third largest IRA membership of any nation, had 142 members and 10 subscribers to *The Reading Teacher*. The subscriptions apparently went to libraries of teacher education institutions. May F. Marshall continued her drive for IRA development in that country. An article on reading programs in various parts of Australia appeared in the September 1960 issue of *The Reading Teacher*.

William S. Gray's annual review of reading research had been published each year in the *Journal of Educational Research*. The February 1961 issue of that journal contained the 1959-1960 annual review authored by Helen M. Robinson. A note stated, "Most of the titles in the bibliography were identified and annotated by Dr. William S. Gray prior to his untimely death in September 1960. The summary was prepared by the author [Robinson]." The *Journal of Educational Research* asked Theodore L. Harris, one of Gray's former students, to become the permanent author of its annual reviews. The Board decided that the IRA should have its own annual review published in *The Reading Teacher* and asked Helen M. Robinson to write it. Two annual reviews of reading research were thus prepared until 1973 at which time the annual review in the *Journal of Educational Research* was discontinued.

The Board thought Editor Stauffer was doing an excellent job with *The Reading Teacher*, so they requested that he accept reappointment for a four year term.

Sale of the 5,000 copies of the *Proceedings* went well. Even early in the year, it was clear that the organization was not going to bury itself under an avalanche of old *Proceedings*. Editor Figurel was "rewarded" for his labors by being asked by the Board to continue as editor for another four years.

The "Council Newsletter" that had taken so much time and effort to launch was discontinued. Its functions and financial support were returned to the pages of *The Reading Teacher* from which it had sprung. The newsletter was to be resurrected later, however.

The joint publication with the National Council of Teachers of English was moved ahead. IRA and the Council set up a joint committee on reading and linguistics and the Board specifically asked President Austin to appoint Nila Banton Smith to that committee. The Board also authorized five IRA members to meet with five Council members to outline the publication.

The Publications Committee, under Chairperson Phillip B. Shaw, brought before the Board the previously proposed idea of service pamphlets. This time, titles and brief outlines were submitted for consideration. Again, the Board chose not to act upon the proposals.

Meetings and Committee Work

The Association continued its joint meetings with the organizations it had worked with in the past and opened channels for future cooperative sessions with the Council for Exceptional Children, the National Science Teachers Association, and the National Elementary Principals. IRA's chief speakers for the year's cosponsored meetings were John DeBoer, Ralph C. Staiger, Ross M. Coxe, Albert J. Kingston, and President Austin.

Charles T. Letson's Professional Standards Committee completed its brochure, and the Board ordered 10,000 copies of the "Minimum Standards for Professional Training of Reading Specialists." The brochure was largely dispersed through the organization persons who still distribute a version of that brochure today. The brochure statements were less than former president Spache and a number of others had hoped for. However, the positions of the Association as stated in the brochure have most likely influenced college and university teacher training programs and state departments of education in determining certification policies.

After years of planning, developing policies, and receiving contributions, the Association awarded its first Elva Knight Research Fund grant to Val Arnsdorf. Chairperson Clymer's committee recommended that Arnsdorf receive \$500 to aid in carrying out his research proposal; and he was encouraged to publish his research with credit to be given to the Fund. Chairperson Clymer was guest editor for the January 1965 *Reading Teacher*, which had reading research as its theme. Clymer asked that his committee be relieved of the responsibility of producing the series of reviews of research for *Education* and the Board accepted the request.

The Association's rapid growth of services and activities resulted in some duplication of effort and responsibilities among committees. Morton Botel was asked to chair a Committee on Committee Structure to study the work of all committees, propose consolidation or elimination of activities, and specify permanent and ad hoc committees.

It was recommended that the Evaluation Committee become a key committee and perform the function of the present Committee on Committee Structure as a logical follow up of its studies of the effectiveness of the Association. It was further recommended that a member of the Chicago Advisory Committee be a member of the Evaluation Committee. It was proposed that the Citations and Awards Committee be made permanent with the understanding that it would consider, without necessarily recommending, citation recipients every year. The Professional Standards Committee was recommended as a permanent group, and the Membership Committee was to be disbanded.

Nila Banton Smith became chairperson of a committee to consider granting Association awards for outstanding doctoral dissertations in

reading. The committee recommended instead that digests of outstanding doctoral dissertations in reading be written yearly, or whenever a sufficient number accumulated, and that critiques be included pointing out the reasons the studies were outstanding. The digests and critiques could then be published in a special issue of *The Reading Teacher*. Smith was asked by the Board to continue to chair the committee in order to expedite the recommendations.

Recognizing and Appreciating Those Who Labored for IRA at Their Own Expense

Because the Association still could not afford to pay expenses of persons who performed the work of the organization, the Board wanted to express appreciation to these contributors. Donald L. Cleland was asked to chair a committee to make recommendations concerning honoraria. The Board adopted the recommendations and began to pay the editor of *The Reading Teacher* \$150 per issue; the assistant editor, \$250; and the editor's secretary, \$50. The editor of the *Proceedings* was paid \$250, with a \$200 allowance for secretarial and other expenses. The liaison person, Eileen Severson (Sargent), who handled matters between the Board and commercial exhibitors at conferences, received \$100 and reasonable travel expenses. Dorothy Dietrich, the liaison person who handled matters between the Board and the Local Arrangements Committee during the initial planning stages of the Annual Conference, received \$200 plus expenses. The Board also provided expense reimbursement for committee chairpersons who attended Board meetings at the president's request.

Planning and Implementing the Annual Conference

In planning for the Annual Conference, Austin examined file cards of past participants to gain ideas for topics and speakers. She expanded the program greatly, compared to previous years.

Advance planning for the Association's annual conference needs had become essential. Austin was asked to select conference sites for two years in advance. She and her husband went to San Francisco and Dallas, at their own expense, to make the arrangements. Association members in Texas invited the consideration of Dallas which had all the prerequisites of the convention, except one. Dallas was eliminated from consideration because of hotel discrimination against blacks. Austin knew the Association would not compromise the interests of its black members, and eventually the Fountainebleau Hotel at Miami Beach was selected for the convention to follow the San Francisco meeting.

The Preconvention Institute, under the direction of Jeanne Chall, was a success during its second year and the Institute lasted two days. William Kottmeyer and Joseph O. Loretan led one section dealing with inservice education of teachers of reading and Albert J. Harris and Katrina deHirsch presented the "Perceptual Aspects of Reading" in another section.

The excitement was intense as the delegates poured into Kiel Auditorium in St. Louis for the Conference itself. Astronaut John Glenn was ready to orbit the earth and when the event actually took place, the curtain pullers broke the news to IRA's platform guests who in turn announced it to the audience.

President Austin made an excellent choice when she asked Constance M. McCullough to deliver the opening address. McCullough, one of IRA's finest speakers, is unsurpassed in her ability to present profound ideas clearly and lace them with a pixie-like wit. As McCullough was presenting her opening address at IRA's conference, she was astonished to discover her mother in the audience. Upon being recognized from the platform, the proud mother told the audience about their speaker's early reading skills. She said her daughter had learned partially through the tracing method, for she traced her words on frosted windowpanes on winter days long before she went to school. McCullough's concluding observation upon resuming her speech was that perhaps the wrong person had been selected for the opening address.

President Austin opened the program with a moment of silence in honor of the memory of one of the pioneering giants of the field of reading instruction, William S. Gray. During the convention, the Association saw fit to pay honor to another such giant, Arthur I. Gates. His citation of Merit read:

For distinguished service in the teaching of reading, the International Reading Association salutes Arthur I. Gates, pioneer in the psychology of reading, who laid the foundations for the modern primary program and the field of diagnostic and remedial work by his unceasing efforts and guidance.

President Austin's concern with the status of teacher education is reflected in the fact that she personally chaired the session at which Coleman Morrison and others presented the report of the Harvard-Carnegie Reading Study. This and other studies that were to follow were traceable to mounting criticism of reading instruction. Objective and systematic efforts were being made to determine whether there was basis for the criticism.

Ralph C. Preston reported the rather astonishing news that in Germany, boys were better readers than girls. In the United States and Canada, girls were generally much better readers than boys and the

phenomenon had generally been ascribed to girls' faster rate of physical growth. Preston's theory that cultural expectations accounted for the difference caused a great deal of rethinking about how reading should be taught and led to a largely unheeded cry for more men in elementary classrooms. The sad plight of the German girls became a major topic for reading people for some time to come.

Theodore Clymer was asked to talk about phonic generalizations. Earlier, Clymer had casually added a research article of his own to a *Reading Teacher* research issue. By casting grave doubts on what two vowels say when they go walking, Clymer upset a few thousand teachers and linked his name permanently to the subject, "The Utility of Phonic Generalization in the Primary Grades."

Not all sessions were as exciting as the Preston and Clymer reports. Two teachers were overhead talking as they leaned wearily against one of the great stone bears that guard the gate of Kiel Auditorium. The first stated that in her opinion the session they had just attended was tedious. Her companion replied, "Its tedium was exceeded only by its length."

President Austin, like Artley before her, felt that the organization was still in strained financial condition. During the year, she persuaded Harvard University to supply her with a secretary and some office supplies which she used for IRA business. Austin, following in the noble tradition of Nancy Larrick and others, typed most of her own correspondence. The Association's financial base improved, however, and a surplus of \$16,241.02 could be reported at the end of a year of solid growth and development.

Chapter Six

The Quest for Change and Efficiency

Some presidents of IRA tend simply to move ahead with the good programs of the past and are largely content to implement the recommendations of the Board, committees, and the membership. Other presidents definitely believe in putting their own imprint upon their administrations. William D. Sheldon was the latter type of president. Changes came rapidly because of President Sheldon's dynamic leadership and because, during his presidency, there was a major change in Board membership. Ordinarily, three new persons came to the Board each year. This year, five of the nine directors were new: Jeanne Chall, Henry Bamman, Dorothy Kendall Bracken, Theodore Clymer, and H. Alan Robinson. Morton Botel became president-elect.

President Sheldon felt that one of the thrusts of his administration should be to focus on IRA as an organization for teachers. He was concerned that the Association had moved in the direction of esoteric materials and convention programs which were not aimed at the classroom teacher. He also questioned whether the same people were giving the same speeches year in and year out at the conventions. President Sheldon's concerns caused the leadership to take a hard but healthy look at the purposes and practices of the Annual Convention. The questions raised led directly to objective studies of program content and changes in program presentations; they led indirectly to regional conventions.

President Sheldon was also concerned about the international aspects of the Association.

International Matters

Chairperson George D. Spache's Overseas Committee began to bring together a number of projects and recommendations they had been working on for some time. The committee urged that *The Reading Teacher* include articles by authors from countries outside the United States and Canada. Committee members also urged that international meetings of leaders in the field be held for the purpose of exchanging ideas on reading instruction and literacy. This was one of the ideas that contributed to efforts that eventually resulted in convening

World Congresses. The committee also wanted an international directory of leaders in reading. Spache recommended that the committee be expanded to include members from other countries. Members of the Overseas Committee were: Thomas J. Edwards, who was residing in Iran; Albert J. Harris and Ralph C. Staiger in the United States; Marion Jenkinson in Canada; May Marshall in Australia; and Maria Christina Rojas in Puerto Rico.

Conducting committee affairs by mail, Chairperson Spache wrote letters to the members asking what IRA could do for teachers throughout the world and who in the various countries could be of greatest service to the IRA. Spache was acutely aware that the structure of the Association at the time was not compatible with the factor of national pride and asked what changes in organizational structure should be made to improve the IRA's position. It was obvious from one reply that national pride was a factor to be contended with, since it was suggested that each country should have its own constitution and function as an independent unit. Another respondent suggested that some persons might be willing to join an international reading organization but they did not necessarily want to have to subscribe to *The Reading Teacher*—a journal printed in English, a language they could not read.

Chairperson Spache received the names of many persons who might be helpful in extending world activities of IRA. He requested that the following names be added to the Overseas Committee: Gertrude Keir of Scotland, M. D. Vernon of England, N. D. Wijesekera of Ceylon, M. R. Semrsri Kasemri of Thailand, L. Johnson of New Guinea, and a man destined to play the greatest international development role in the history of the IRA—Eve Malmquist of Sweden.

During the year, councils were formed in West Germany and in the United Kingdom. At that time, there were members and subscribers in 28 nations.

Publicity and Publications

Dorothy Kendall Bracken continued to direct the Association's publicity activities through the organization people. The state chairpersons handled the exhibits and were responsible for transporting materials to meetings. Each state chairperson were asked to distribute 100 annual conference flyers to key educators in the state. Eleanor Ladd handled publicity for six cosponsored meetings which the Association held, and she proved to be a dynamic and delightful ambassador for the organization.

The Reading Teacher reached a circulation of 25,000. In the September 1961 issue, the practice of including pictures and biographies of IRA leaders was begun. The December issue theme, "Reading as

Thinking," was one that Editor Stauffer was to return to in his own writing in the years ahead. In January, the first of Helen M. Robinson's summaries of reading and reading related studies appeared. The article reported research published between July 1, 1960 and June 30, 1961, and it contained 144 references. The report is an indication of the great number of investigations being conducted in the various aspects of reading.

The Evaluation Committee recommended that alternatives to the theme approach be explored; that there be a better balance between primary and intermediate grade level articles and features; and that more attention be given to television, teaching machines, and programmed materials. The committee reported that a disproportionate number of articles were written by persons on the east coast of the United States. On the whole, the Association was vastly pleased with *The Reading Teacher*.

Many years of working and waiting resulted in the indexing of *The Reading Teacher* in *Education Index*. Editor Stauffer received the good news and wrote to Nila Banton Smith, "Your years of effort have now been rewarded. We have received word from the Library Committee that *The Reading Teacher* is to be indexed."

Margaret Early's Evaluation Committee recommended that an editorial board be appointed to assist the editor of the *Proceedings*. The committee also suggested that only major speeches be printed in their entirety; other writers should be asked to abstract their presentations. It was believed that the resulting publication would be improved through this judicial conciseness.

President Sheldon had largely reconstituted the Publications Committee, with Phillip B. Shaw remaining as chairperson. The committee reconsidered the question of publishing the IRA service bulletins that had been proposed repeatedly. Again, the Board chose to postpone the decision and Nila Banton Smith believed her plea to be a cry in the dark.

Committee Activities

During the year, the Studies and Research Committee continued previously initiated projects. Pamphlets were prepared on *Reading Readiness* and *Reading in the Content Fields*; research was reported at national conventions; and Chairperson Clymer reported that *The Reading Teacher* had published the first of the doctoral dissertation bibliographies, as well as research articles that had been sponsored or sparked by the work of the committee. The Professional Standards Committee distributed 16,000 of its brochures and answered many questions about professional standards. The committee initiated

questionnaires to study various state department of education requirements for elementary teachers of reading and to determine how many teachers of reading were being trained.

Leonard Braam's Bylaws Committee formulated bylaw changes that resulted in further definition and extension of the responsibilities and authority of the executive secretary-treasurer. There were also slight changes in appointment procedures for the executive secretary-treasurer.

The Expanding Role of Headquarters

Since the beginning of IRA, the Organization Chairperson had initiated and responded to volumes of mail concerning council activities and the formation of new councils, and had approval of council bylaws. Chairperson LaVerne Strong asked that these duties be transferred to the Central Office and the Board concurred. President Sheldon pointed out that this was an appropriate time as well to transfer some of the traditional duties of the president to the Central Office. These were but a few examples of the burgeoning duties to which the Central Office and Executive Secretary-Treasurer McCallister were falling heir. Another factor entered the picture. The first president, first secretary-treasurer, and the Central Office had been in Chicago. With the formation of the Chicago Advisory Committee, the powerful and capable Chicago reading persons had been called upon to play a larger and larger role in the affairs of the Association. President Sheldon and a number of others, apparently including some from the Chicago group itself, felt that the operations should be decentralized. At the same time, they knew the Central Office staff had to be greatly enlarged. In October 1961, the Board approved a committee to study the problems and redefine the responsibilities of the Central Office. The committee consisted of Helen M. Robinson, Mary C. Austin, Morton Botel, Executive Secretary-Treasurer McCallister, and President Sheldon.

McCallister decided to announce his retirement in order to free the committee to take any action it deemed best for the Association and to give the Association time to find a suitable replacement. In February, the Board accepted his resignation. The man who thought he had "retired" years before thus stepped out of his "part-time" job. James M. McCallister had labored long for the Association in the days when the pay and prestige of such a job were indeed meager. He continued, nevertheless, to follow the activities of the Association with much affection and concern. Today, James M. McCallister is a beloved figure to those IRA people who remember and appreciate the work he did behind that old secondhand desk in Chicago. The fact that his old

stapler is still in use at Headquarters is more the result of sentiment than frugality.*

President Sheldon and President-Elect Morton Botel made an intensive search to find the best possible successor to the office of executive secretary-treasurer, realizing that such a person would have to have professional respect in the field of reading as well as first rate executive abilities to be able to manage the expanding business of the Association. He would also have to be a veritable diplomatic genius to carry out the directions of an ever-changing set of presidents and boards. They found just such a person, Ralph C. Staiger. Staiger agreed to consider the job but insisted that he continue to hold a part-time professorial position. Sheldon and Russell G. Stauffer secured the cooperation of the University of Delaware and worked out an arrangement that Staiger would accept. The cooperative assignment between the IRA and the University of Delaware remains in effect today, even though only a small fraction of the executive secretary-treasurer's time is given to the university. This hiring was a big step for the IRA because it meant that its permanent home would be located in Newark, Delaware, and because the selected man was to do more than any other person to facilitate the growth and development of the IRA into the young giant that it is among world organizations concerned with education.

The San Francisco Convention

When President Sheldon started planning the Annual Conference he was faced with a growing demand for preconvention institutes. Sheldon questioned the motives behind the institutes and especially the results. He decided not to accept the proposed sessions, believing them not to be in the best interests of the Association. Instead, four Special Interest Institutes, under the direction of Shelley Umans, were planned for the first day of the conference. The leaders and topics for the institutes were: Morton Botel, "Administration of a Reading Program"; Roy Kress, "Clinical Aspects of Reading"; Carl LeFevre, "Linguistics"; and Jack Holmes (who had been such a hit the year before), "Learning Theory."

Association members everywhere were delighted with the city of San Francisco as a convention site. The weather was perfect; Edward Griffin and Constance M. McCullough had provided excellent local arrangements; and the Hospitality Committee members were able to meet the planes of major speakers. Griffin's San Francisco committee received Board approval to open the first general session to the public—parents and other interested persons—and approximately 3,000 individuals came for that meeting. The Sheldons knew that IRA had

*James M. McCallister died in September 1976.

"arrived" when they checked into their suite at the Sheraton Palace. The hotel provided the IRA president with the elegant suite which formerly had housed President Warren G. Harding and later, the formidable Nikita Khrushchev, Premier of the Soviet Union.

More than 3,000 people registered for the Conference and student registrations were the highest ever. There were many new faces among the program participants and some of the veterans found themselves assigned to new topics. President Sheldon was determined that conferees would hear new speakers and new ideas.

The work of arranging for and coordinating the exhibits had become enormous and time-consuming. Eileen Severson (Sargent), who had handled this job without pay since the Milwaukee Convention, was again asked to do so and was paid a small honorarium. She continues to provide that excellent service today.

Orchids and accolades were bestowed at the head luncheon table. The IRA Citation of Merit was awarded to James M. McCallister and Ruth Strang.

The citation to McCallister read,

For distinguished service to the profession, the International Reading Association salutes James Maurice McCallister, scholar, teacher, and administrator, who has given unceasingly of his time to encourage and to inspire the growth and successful operation of the International Reading Association as Executive Secretary.

The citation to Ruth Strang read,

For distinguished service to the profession, the International Reading Association salutes Ruth Strang—teacher, counselor, student of the adolescent and gifted child—who has given unstintingly of herself and her gifts to the betterment of American youth.

Everyone at the festivities received fortune cookies, little Japanese parasols, and cable car ashtrays; and exhausted local arrangements persons recommended "never again." They had spent enormous amounts of time on the giveaways and there was little appreciation for them or result from the work. The reception that year was a particularly glamorous affair where formally dressed members listened to sophisticated instrumental music.

Among many fine speakers at that Conference, Donald D. Durrell is remembered today for one of the finest presentations of his long and distinguished career.

This was the first Annual Conference to have any kind of real placement service. Daniel A. Briggs had been asked to gather data on assistantships and fellowships for the 1963-1964 academic year and to make that information available to students who attended the convention.

Money was still tight in the IRA during President Sheldon's term, and he was quite concerned that the organization get into a better financial position. More than \$27,000 was taken in at the convention, but most of the money was spent on the convention itself leaving a net profit of \$2,449.74. Without income from the convention, the Association could hardly have stayed afloat. At the General Assembly, it was reported that there was \$72,752.28 in the General Fund; \$13,595.75 in the Elva Knight Research Fund; and \$2,835 in the Life Membership Fund. The Board put \$8,768.08 into the current checking account and invested the remaining funds in U.S. Treasury Bills. The Assembly adopted a budget of \$130,844 for the coming year.

President Sheldon, the Board, and the Association itself could look back on the year with satisfaction. It had been a highly successful year. Sheldon was later to say, "The IRA is the finest professional organization I have ever belonged to and I have joined several."

The Botel Administration

When Morton Botel assumed the presidency of IRA in July 1962, he brought to the position experience and expertise in the area of administration. Some of the other presidents had had administrative experience, but President Botel was a full-time administrator in the public schools of Bucks County, Pennsylvania. The Association had grown rapidly, and sometimes haphazardly, through the years. Some jobs in IRA were the result of tradition rather than logic. Vague areas of jurisdiction existed for some activities, and a considerable amount of duplication of efforts resulted. President Botel quickly decided his greatest contribution would be to streamline the organization's structures and activities.

Nila Banton Smith became the new president-elect, Marion D. Jenkinson and Arthur S. McDonald were new Board members, and Ralph C. Staiger was the new executive secretary-treasurer.

President Botel, recognizing that the increasing duties of the president required that he give much time to administrative affairs of the Association, divested himself of duties of implementing the program for the Annual Conference. This task alone had required months of work on the part of preceding presidents. Botel designed the program, but the content and implementation were under the direction of Smith. President Botel had discussed this matter with others and they agreed that placing the program in the hands of the president-elect would help to prepare that person for the tremendous job he would soon have to assume. The suggestion that the president be relieved of this duty had been made as far back as President Albert J. Harris' administration.

Reorganization of the Organization People

It had been decided that all committees would be terminated at the end of the year, their work evaluated, and the committees reconstituted by the new president with the approval of the Board.

Henry A. Bamman became the new organization chairperson. He was to serve the fifty states, Puerto Rico, and the Virgin Islands. Donald G. Warren returned to the position of chairperson for Canada, and May F. Marshall was made chairperson for Australia; both people worked directly with IRA Headquarters. Past President Sheldon had cleared the decks for Chairperson Bamman by relieving all state chairpersons of their responsibilities. Most of the chairpersons had worked loyally and well, but some had held their positions so long that the duties had become burdensome and, in some cases, correspondence was neglected for a year at a time. Bamman replaced the inactive people and sent a complete list of the new organization chairpersons to the officers and Board members, to every local and intermediate council, and to each state chairperson. For the first time, all persons could readily find out what their colleagues in other states were doing. Bamman also sent each chairperson a list of councils and officers in his state.

Bamman wrote a personal letter to each state chairperson encouraging the development of new councils and a concerted membership drive. He soon reported to the Board that he was not in a position to bootleg secretarial help, postage, and stationery as many other IRA representatives had done for years. He requested, and got, a part-time secretary.

The local council had been established to serve a geographical area small enough to enable its members to attend regularly scheduled meetings throughout the school year. Its programs and activities were to be planned in terms of the professional interests and needs of its members. The intermediate council was to serve a larger geographical area such as a province, state, or region. The intermediate council's expected role was to organize broad programs to present reading conferences or workshops at a level not usually attainable by local councils. The intermediate councils also were asked to promote the formation of local councils. Instead, in some places, the intermediate councils were actually blocking the formation of locals. Chairperson Bamman held the viewpoint that the strength of the Association was in its local chapters. The granting of new charters to intermediate councils was stopped until the bylaws could be changed to clarify the roles of intermediate and local councils.

There was widespread concern that a great source for new members—graduate and undergraduate college students—was largely untapped. Thomas P. Nally was named chairperson of a newly formed

College and University Liaison Committee to explore the possibility. One suggestion from this committee was the initiation of student rates for *Reading Teacher* subscriptions. Nally pointed out in a letter to the Board, "...the overall effect of getting these students accustomed to receiving their personal copy of *The Reading Teacher* should benefit IRA as well as the children of the nation's schools."

During the year, the executive secretary's office undertook responsibility for mailing all of the organization chairperson's bulletins and organizational materials, and it still performs that service today.

In a final report, Chairperson Bamman stated that he had had a splendid group of state chairpersons with whom to work and he noted that there were only five who did not respond to a single piece of correspondence. He recommended that those five be replaced.

Bamman reported that 37 local councils were added in the first nine months of the Botel administration and that there were 296 councils operating around the world with the likelihood the number would reach 300 before the end of the fiscal year. Perhaps for the first time, the Association had continual up-to-date information on the status of all councils in the United States. Emphasis changed from encouraging the formation of councils to increasing the membership in the existing councils. An examination of the membership lists for many of the states revealed the surprising fact that international membership was most limited in some states with the greatest number of councils. Precisely the opposite had taken place in Canada where total membership leaped ahead, but growth in number of councils was insignificant.

Developments Around the World

In September 1962, there were 11,514 IRA members in the United States; 630 in Canada; 122 in Australia; 15 in New Zealand; 3 in Sweden; 2 in the Philippines; 2 in Venezuela; 1 each in Columbia, Denmark, Israel, New Guinea, Norway, and Western Samoa; and 3 from nations in Africa. *The Reading Teacher* was circulated in other areas as well. Presidents Thomas R. M. Sloane, R. G. Cochrane, and William Pirrett reported local council growth in membership and activities in Australia. Rudolph Dressler was president of a council in West Germany.

The organization had grown very fast in the United States and to a lesser degree in Canada, but in other parts of the world the membership growth had been small. Some felt that the type of organization was to blame and argued that the Association should become a group of federated national reading associations, with most of the members belonging to an "American Reading Association," the Canadians having their "Canadian Reading Association," and other nations following suit.

John Downing, president of the United Kingdom Reading Association, brought up the disquieting fact that his group was listed as a local council. The old Overseas Activities Committee's name seemed inappropriate to some members who doubted that a truly *international* organization could have *overseas* activities. The committee was renamed the Committee on International Status and had as its chairperson Albert J. Harris. At Harris' prodding, the "National Affiliates" classification was adopted, although that nomenclature still seemed awkward, particularly with regard to the United Kingdom group.

Chairperson Harris pointed out that, though the membership growth had been small in countries other than Canada and the United States, the improvement of function and services was not to be discounted. In studying the ways in which the international aspects of IRA could be improved, his committee first studied federated organizations like that of the Rotary International. Since organization into national councils in countries in which no councils existed was considered to be more effective, a recommendation to that effect was made to the Board and Bylaws Committee in February 1963.

The Board, already concerned with local, national, and international association relationships, decided that local councils formed under the guidance of a national council be chartered by IRA. John Downing of the United Kingdom Council recommended that the number of IRA members required to form a local council be cut from ten international members to a more realistic number.

One additional function of the committee had been the internationalization of the annual convention program. Chairperson Harris introduced Eve Malmquist of Sweden, Samuel Navon of Israel, and John Downing of the United Kingdom—all of whom were obtained as convention speakers. Malmquist was also introduced formally to the Board, a group with which he was destined to sit for many years in the future. Marion Jenkinson urged that further investigations be made to locate professors and students from other countries to be speakers at future annual conferences.

Investigations were made into the possibility of translating *The Reading Teacher* into other languages, and a study was initiated to determine costs of sending *The Reading Teacher* to various countries.

It was felt that stronger ties should be made with other countries and that past presidents were in the best position to increase those ties. The Board budgeted money for Past President Sheldon to travel to England, Scotland, and Wales as the representative of the Association to discuss avenues of cooperation with members of the Association in those areas and to explore with John Downing the possibility of organizing an annual conference in Britain. As a result of his trip, he suggested that the IRA consider a periodical, such as a British *Reading Teacher*, and offer at no cost reprints from back issues of *The Reading Teacher* as well as help in developing a British meeting similar to the

Annual Convention, IRA could send key speakers from the United States, and bring British speakers to the United States.

During the year, Headquarters received a complete file of the journal of the Japanese Society for the Science of Reading. An announcement of this information was made which included the statement, "You are encouraged to consult the file, which is most useful if you read Japanese."

Evaluation and Changes

Josephine B. Wolfe, chairperson of the Evaluation Committee, decided to start with the basics: "Since the Purposes of the Organization form the framework of the organization, it is logical that they become the starting point in assessing the degree and quality of goal fulfillment." She initiated a two-year project to determine whether the purposes as stated in the Bylaws furnished the framework needed for the establishment of sound programs at all levels of IRA participation and whether the purposes needed revision.

Questionnaires were sent out to the presidents of local and intermediate councils. Ten percent of the respondents felt that all purposes were being carried out by their councils; 40 percent felt that none of the purposes were being carried out.

The Evaluation Committee reported that junior high, senior high, and adult levels appeared to be neglected in most council activities and that some action was taking place in the stimulation and promotion of research.

Donald L. Cleland reported that his Bylaws Committee had received suggestions for bylaws changes from the members of his committee, the Board, and Chairpersons Bamman, Harris, and Wolfe. The committee wrote the proposed changes and presented them to the Delegates Assembly. During the year, these proposed changes were sent to councils in preparation for the 1964 Delegates Assembly.

Criticisms of American Reading Instruction and the Association's Reactions

This was the period in which American education was receiving some of the most intense criticism in its history, and reading was coming under the heaviest fire. Rudolf Flesch's book, *Why Johnny Can't Read* (published in 1956), had been widely read and even more widely discussed. Arthur E. Bestor, Arthur S. Trace, and others bitterly criticized American educational methods, teachers, and trainers of teachers. Critics indicated that they had examined America's basic reading program and found it to be fundamentally unsound.

Members and leaders of the Association became increasingly annoyed, and to a certain extent alarmed, at some of the contentions

that were being made about their field. Some members and leaders felt these attacks were without validity and included false generalizations. They were also concerned about the claims of some speed reading courses and programs and about the blatant advertising for machines, devices, packaged deals, and supposed self-help materials. In addition, they were distressed about the woeful inadequacy of many school libraries. It was felt that questions should be raised at that time about advertising in *The Reading Teacher* to prevent ethical problems from arising in the future on the part of the Association itself. These questions were: Is a campaign to increase advertising desirable? On what grounds should advertisements be rejected? Are coupons in advertising to be permitted? Should advertisements in the columns of members' privately printed materials be permitted? How many advertisements should be accepted from one advertiser in one issue?

Arthur I. Gates had written a letter during the latter part of the Sheldon administration recommending that IRA take the leadership in meeting the current criticisms relative to the teaching of reading. Sheldon read the letter to the Board and, as a result, the Resolutions Committee headed by Gertrude Whipple evolved. The work of the committee started with a study of resolutions by other organizations. The committee saw as its purpose the task of aiding the IRA in speaking out to educators and laypersons, nationally and internationally, with regard to critical issues in the teaching of reading. They decided to try to make a clear distinction between controversial issues and wholesale assaults on the reading program. The committee felt that controversial issues reflected honest differences of opinion; they were debatable and should not be the subject of resolutions by IRA. However, assaults, unsupported promises, gross exaggerations, and claims of secret procedures could do damage to the field of reading and should be the concerns of the committee. They felt that resolutions should not make an attack on any organization or person but should be stated in general terms. These resolutions should consist of straightforward fundamental statements telling where the IRA stands with respect to the issue. A resolution was drafted which dealt with the assaults on the reading field,

Be it resolved that the International Reading Association reaffirms its belief in the fundamental soundness of the American reading programs. The Association is well aware of the variation in programs in different school systems. These variations and their apparent successes simply demonstrate that there is no one best method or system superior to all other approaches. These varying programs are successful because of their common elements: a sound balance between emphasis on skills and applications of reading for personal and social goals; competent teachers; and adequate materials.

The Committee also discussed a resolution recommending that promoters of reading materials and devices make their publicity and advertising conform to professional standards of ethics and avoid exaggerated or unwarranted claims. Gates, whose letter had sparked the proposed resolutions and who had served as committee advisor, began to feel that perhaps the group was going too far too fast. He wrote again,

I feel that until the line of action and the general intention of the International Reading Association in such matters are clear the committee should be cautious. In years past I have seen some very unexpected and in a few instances quite unfortunate consequences of hasty action in issuing resolutions.

Committee people and some of the Board members were afraid that the resolutions might become weapons in the hands of politicians, lobbyists, boards of education, parent groups, and teacher groups. As a result of this rethinking, the drafted resolution did not get very far. However, the positions defined must have influenced a great many people because the statement seems to generally reflect the philosophical position that the Association later adopted.

A lot of decisions had been made about operations, and some directions for the future were charted. Only one resolution got to the floor of the Delegates Assembly where it passed unanimously. That resolution had been prepared at Chairperson Whipple's request by Nancy Larrick's Commission on Lifetime Reading. IRA's first resolution read:

Be it resolved that the International Reading Association, recognizing the dependence of the effective teaching of reading upon adequate library facilities and services, recommends that school libraries at all levels—elementary, secondary, and college—be improved and extended. It, therefore, urges individual members and local councils to take positive action to insure that their educational institutions be provided with libraries which attain the standards recommended by the American Association of School Librarians.

The Creation of Commissions

President Botel appointed three commissions and distinguished them from committees in that they were given long range projects to complete with the understanding that the membership of the commission would generally stay intact until the project was completed. Once the charge—usually the development of a manuscript for possible publication—was completed, the commission would be disbanded. In addition to the Commission on Lifetime Reading, with

Board approval, he formulated the Commission on Evaluation in Reading with Marjorie S. Johnson as chairperson and the Commission on Multimedia with Shelley Umans as chairperson. Priscilla Tyler was asked to chair a Commission on Linguistics, but the group examined the charge and the charge of a similar committee in the National Council of Teachers of English and found such commonality of interest that they suggested the IRA commission be discontinued and its function taken over by a joint committee. The suggestion was accepted, and Tyler was asked to chair the Joint IRA/NCTE Committee on Reading and Linguistics.

Publications and Publication Proposals

The Publications Committee, chaired by Constance M. McCullough, considered the question of publications other than *The Reading Teacher*. The suggestion arose regarding brochures which could be published by IRA and sold to anyone wishing to purchase them. Some wanted the brochures to be made up of reprints of summaries that had been prepared on a topic. Some did not want them made from previously published materials. In either case, the brochures were to reflect objective evidence and dependable expert opinion. The brochures were to include annotated bibliographies indicating the strengths and weaknesses of the content.

Many suggestions for the brochures arose, but the only one that received unanimous endorsement from the committee was on readability.

For years, Nila Banton Smith had been calling for what she now termed "service bulletins." She wrote a very specific proposal.

That the IRA sponsor three conferences, one at the college and adult level, one at the high school level, and one at the elementary level. Top people would be invited to attend with prepared papers. When the papers have been presented, they will be edited and published this year. The IRA will pay the expenses of the authors to the conference and other costs involved. Anticipated sales of these pamphlets will ultimately bring a profit. The Chairman of the Publications Committee will serve as the general chairman of the special bulletins committee. Chairman for each of the three groups would be a member of the Publications Committee.

Smith's proposal was later implemented during her own administration.

The newsletter for council activities was resurrected. This time it emerged as "Headquarters Highlights" and was to facilitate communication between council officers and other IRA leaders.

As a part of its publicity program, the Organization had been giving gratis issues of the September *Reading Teacher* to all members whether or not they renewed their membership. Investigation indicated that this costly practice not only did not encourage subscription renewals but resulted in some persons' belief that they had already renewed. Needless to say, the practice was terminated.

During the year, *The Reading Teacher* content reflected some of the main concerns of the organization. The September theme was "Reading on the International Scene," with articles on reading in Brazil, Iran, Japan, Peru, and Sweden. In that issue, George D. Spache took over as editor of the column, "Interesting Books for the Reading Teacher." In December, *The Reading Teacher* took issue with those who condemned American reading instruction. The not-so-subtle theme was "Johnny Can Read." In January, the journal carried Helen M. Robinson's annual review which covered 180 research articles published during the past year.

Thomas Nally's College and University Liaison Committee had recommended special student rates for subscriptions and, in May, *The Reading Teacher* announced that starting in the fall of 1963, full-time undergraduate students would be able to subscribe to the journal "at a special introductory rate" of \$1.50 per year.

Although the Evaluation Committee asked that alternatives to the theme idea be explored, no satisfactory alternative was found and themed issues continued. Much discussion concerned getting *The Reading Teacher* into places where it would be available to the public, but nothing much came of the idea.

The Reading Teacher continued to treat controversial topics and Editor Stauffer and others had to be on their guard constantly to see that the journal did not become a forum for authors to alternately attack one another on reading issues. *The Reading Teacher* was judged to be a fine journal with only one real criticism; it continued to be heavily weighted toward the elementary school. Secondary, college, and adult level teachers of reading felt the journal offered much less for them. The problem was to be resolved in a rather startling way in the following year.

Being an organization oriented toward its members rather than toward its projects proved, at times, to be a problem for IRA. Realizing that almost all the work of the organization is done by the voluntary contribution of its members, the Association certainly hesitated to alienate those loyal members. *The Proceedings* still included everyone's conference presentation, although there was growing concern about the quality of some papers. The *Proceedings* generally offered a splendid collection of articles each year, and most authors were able to keep their papers to the 1,500 words requested by Editor Figurel. The editor was considerably chagrined, however, to receive one article of 46

pages which its author insisted be printed in full. A compromise was worked out, but Figurel largely prevailed.

Differences arose that were to plague the organization for some time to come. The Publications Committee generally believed they had been called upon and were in the best position to judge the publication needs for the Association and should have review and acceptance or rejection authority over all publications. The commissions generally held that the organization had judged them as qualified for their jobs and, since they were the ones with the greatest expertise in the specifics of their endeavors, they should decide themselves whether the organization should publish what they produced.

Meeting in Miami

The charge for exhibits at the Annual Convention was raised from \$100 to \$150 but, to make this change a little more palatable, IRA furnished coffee to the exhibitors on set-up day. The people who represent their publishers and other companies have always been loyal supporters and members of IRA and usually go far beyond efforts to advertise their products. The money alone is a significant factor in the financial life of IRA. During the Miami conference, the Organization expected to make a net profit of \$7,000 from the exhibits. Ninety-one exhibits were set up for the conference and a few more could have been arranged, but there was no more space. Eileen Severson (Sargent) wrote a personal letter to each exhibitor rather than sending a form letter. After the conference, she wrote another letter of appreciation. She used three reams of stationery and wrote the letters herself since she had no secretary.

President Botel asked Nila Banton Smith to implement the program, and she did a splendid job of it. Although tremendous amounts of work were involved, Smith experienced some light moments along with her duties. She tells of one incident when an invited speaker who lived some distance away sent a telegram in reply. A Western Union employee called to advise Smith she had a telegram. Smith asked the operator to read the following message: "Cannot come unless Ira defrays cost of trip. Will Ira pay expenses?" Smith replied, "No, I'm sure Ira won't pay the expenses. I'll have to write a letter of explanation." Smith believes that the Western Union operator must have hung up thinking that IRA was a parsimonious old gentleman.

The Annual Conference was held in great style at the Hotel Fontainebleau in Miami Beach, Florida. Many who had flown in from colder areas were expecting to delight in the Florida sun. It rained as if it would never stop.

Many persons at the convention sorely missed their good friend LaVerne Strong who had passed away during the year. She had been a

loyal and dedicated leader in IRA since the beginning.

The program was organized into thirteen sequences enabling those who wanted to examine a particular topic such as linguistics, fostering lifetime reading habits, or secondary reading instruction, to do so in greater depth than ever before possible at an Annual Conference.

The printed program was a little pocket-sized bluegreen booklet with a modern cover design that mystified almost everyone. A total of 300 names appeared on the program, from Ira E. Aaron to Joseph F. Zubko. The program reflected many of the committee and commission interests that had been developed during the year such as "Reading and Linguistics" and "Differing Opinions," but the program contained much more. It would be difficult to think of any reading or reading-related topic that was not represented.

In the past, conference sessions and articles in IRA publications on the topic of "international aspects" generally had been contributed by Canadians or Americans who had studied or traveled in other countries. This time, international aspects were discussed by Eve Malmquist of Sweden, Samuel Navon of Israel, and John Downing of England.

Attention was given to the criticisms of American education. Objective, systematic, and thorough analyses of the status of American education were presented: Mary C. Austin's monumental Harvard-Carnegie Study, Jeanne Chall's City College of the City University of New York-Carnegie Study, and others. The Association was obviously willing to listen to responsible criticism but was anxious that its members and others not be blinded by alarmist criticism. Some of the specific charges of the critics were examined in the sessions on "Differing Opinions."

Other sessions representing the Association's main concerns during the year were "Developing Lifetime Reading Habits," "Multimedia," and "Research in Reading." People were so accustomed to trying to find the answers from research that they were a little nonplused by Theodore L. Harris' "What Questions Does Reading Research Ask?"

At its Eighth Annual Convention, the Association honored three of reading's finest with the Citation of Merit Award. To Guy Buswell IRA said:

In recognition of his distinguished leadership in fundamental research in reading, his creative genius in devising instructional materials, his inspirational teaching, and his scholarly devotion to seeking the truth. For these contributions, the Board of Directors salutes Dr. Guy T. Buswell at this Eighth Annual Conference on Reading.

The Association had this to say of the man who was elected president of ICIR before he joined it:

In recognition of his distinguished services to the field of reading through his masterful teaching, encouragement of research, effective writing, and inimitable leadership to the parent organization, the International Council for the Improvement of Reading Instruction. For these contributions and his personable qualities, the Board of Directors salutes Dr. Gerald Alan Yoakam at this Eighth Annual Conference on Reading.

The citation addressed to Miles A. Tinker stated:

In recognition of his distinguished career which has enriched the teaching of reading and the understanding of the reading process. The International Reading Association salutes Dr. Miles A. Tinker, experimental psychologist, scholar, teacher and interpreter of research.

On the morning of the last day of the Convention, President-elect Smith took the platform and spoke of the year that lay ahead. She addressed herself quite courageously to one problem that has been with IRA since its founding and has reared its head many times since that day in Florida. There are some who feel that one has to be in the "inner circle" in order to be invited to be on the convention program or appointed to a committee. She had studied the situation carefully and stated, "This just isn't true. It never has been true." She and a number of others have stated that a search has always been made for new talent. Smith did point out that, as the organization was growing, it would need to find some medium for discovering new people in IRA who could make significant contributions. Smith was equally firm in her stand that the Association must not push aside established educators just because they had been frequent contributors in the past. She emphasized her belief that veterans and new members could be compatible. "We must always make prominent use of our outstanding authorities in the field. They, of course, are our backbone. At the same time, the vitality of the IRA in the years ahead will depend upon new leadership."

Smith started her search for new talent at that very convention. She requested that a form be placed in all registration packets so that participants could name persons they believed could make a contribution and who were deserving of recognition. Smith received, and later used, many recommended names in various IRA activities the following year and then handed the list to Theodore Clymer, who succeeded her in office.

Financial statements at the end of the Botel administration show how far the Association had come. Receipts from memberships totaled more than \$56,000, and receipts from subscriptions totaled more than \$34,000. The costs for *The Reading Teacher* during the year were \$34,842.66, a far cry from the days when it was run off on a mimeo-

graph machine. The Association now had an annual payroll of more than \$100,000.

It was a year of great change in the Association. Headquarters had been relocated in expanded facilities just off the University of Delaware campus, commissions had been created, new leaders had emerged, new publications were planned, and organizational operations had been greatly streamlined.

Chapter Seven

The Publications Explosion

When Nila Banton Smith left the presidency of ICIRI she said "My loyalty, support, and deepest interest will always be with ICIRI." The organization had changed its name, but Nila Banton Smith had not changed her affections. On July 1, 1963, the IRA called her to its presidency. That year and in the years to come she ably demonstrated her loyalty, support, and deep interest.*

Serving with President Smith that year were President-Elect Theodore Clymer and four new Board members: Helen Huus, Leo Fay, Harold M. Nason, and Leonard Courtney. Constance M. McCullough had been elected but could not serve that year because she was to work with the improvement of reading instruction in India. Courtney was unanimously elected by the Board as substitute member.

The *Perspectives* Series

The new president of IRA had accomplished more than any other person in the development of the Association's publications, and no one doubted that publications would prosper in her administration. Robert Karlin's Publications Committee moved swiftly to push ahead the publications projects. For years, Smith had urged the Board to publish books and bulletins that would be of service to the classroom teacher and to the school reading specialist. She argued that administrators and teachers have their hands full with their day-to-day problems. They need straightforward, practical help from experts in setting up and managing their work of teaching reading. She felt it was right and proper that IRA fulfill that need through a series of publications which would fit the immediate needs of those teachers and administrators. In the Foreword of one of these books, *Reading Instruction in Secondary Schools*, Smith tells how the booklets in the *Perspectives in Reading* Series were prepared:

In preparing this book first consideration was given to selection of significant topics to be discussed in the different chapters. Next, outstanding specialists were asked to write papers on these topics,

*Nila Banton Smith died in December 1976.

one topic to each specialist in terms of his or her special interests and qualifications. These papers were then presented at a small conference in Chicago. Highly qualified discussants were invited to supplement and enrich the presentation of each paper with their own viewpoints and ideas.

During the year, three such conferences were held and out of them came three books—the first of many that IRA was to publish. By the end of 1964, twelve books had been published.

Apparently, the *Perspectives in Reading* were everything President Smith had hoped they would be. They have grown in number and remain primary sources of information for teachers, reading specialists, and administrators.

Discussions were held concerning another series of publications—the *Reading Aids Series*—which did not reach the publication stage until the Clymer administration.

The Journal of Reading

For a number of years, evaluations of *The Reading Teacher* had indicated that much more attention was given to elementary reading than to secondary, college, and adult level reading. Because of the enormous influence of *The Reading Teacher*, the Association was acquiring the image of an elementary organization. Since *The Reading Teacher* was so successful and popular, leaders in the organization did not want to tamper with it. The dilemma was resolved in a rather unusual way; the Association decided to buy a secondary level journal.

The *Journal of Developmental Reading* had been founded at Purdue University by the Reading Staff of the English Department. The first issue of that journal was published in October 1957. Since that time, the journal had made some progress but had weathered difficult times. President Smith wanted the IRA to buy the journal. The Board authorized exploratory talks with Purdue representatives. Smith and Executive Secretary Staiger traveled to Purdue and met with Merrill M. May, George Schick, and Bernard Schmidt, who were members of the Purdue English department and did not see eye-to-eye with reading people. The owners of the journal were not interested in any aspect of reading except developmental reading. They felt the journal features and content should be kept the way they were and they wanted the editorship and the name of the journal to remain unchanged. Smith and Staiger had other ideas; the discussions lasted the greater part of the night. Negotiations continued for months, and both sides compromised somewhat. Smith was enormously pleased when, during one of the Board meetings, the agreement arrived with signatures. Purdue had relinquished to the IRA the proprietary rights of the *Journal of Developmental Reading*. The journal was to be devoted to secondary, college, and adult level reading.

The Association paid \$2,600 for the *Journal of Developmental Reading*, effective October 1964. All subscriptions, advertising activities, mailing lists, business books, and records of the journal were transferred to IRA. The title was changed to *Journal of Reading*, and IRA agreed to the stipulation that, as long as the journal is published under Association auspices, the following statement will appear on the masthead of each issue below the title: "Founded by the Developmental Reading Staff, Department of English, Purdue University." However, the founders wanted to be able to rescind the arrangement if the Association did not do a satisfactory job with the publication. They reserved the right, upon 90 days' notice, to withdraw permission for the statement to appear on the masthead. The statement remains today. Two Purdue representatives were to remain on the Editorial Advisory Board for at least three years. George Schick of Purdue agreed to continue as editor and the Board unanimously elected H. Alan Robinson to be associate editor with special responsibilities in secondary reading. Robinson agreed to accept the post for one year only. Merrill May of Purdue became managing editor. Ralph Staiger, in his capacity as executive secretary-treasurer, became business manager.

Responding to the criticism that *The Reading Teacher* had given insufficient attention to secondary reading, the September 1963 issue had as its theme "Reading Instruction at the Junior and Senior High School Level." In the February 1964 issue, President Smith announced the Association's purchase of the *Journal of Developmental Reading*.

Requests for back issues of *The Reading Teacher* continued to pour into Headquarters, and Abrahams Magazine Service Reprint Company was engaged to reissue out-of-print volumes of both *The Reading Teacher* and the *Journal of Reading*. A 15 percent royalty on gross proceeds was to accrue to the IRA.

Further *Perspectives* were planned, five *Annotated Bibliographies* were produced, and the possibility of preparing portfolios of reprints was studied. Chairperson Karlin and members of the Publications Committee felt that they read "bales" of materials in the year's explosion of publications.

The chairperson of the Publication Committee was asked to work with the executive secretary to standardize the format and design of the various IRA publications.

Criticism and Defense of Reading Instruction

In spite of repeated suggestions that a "Letters to the Editor" feature be added to the journals, it was generally felt that such a feature might cause the journals to become a battleground for attacks and counterattacks in print.

Since bitter criticism still assaulted the reading field, the IRA decided to remain cool and not be drawn into controversy. The *Timely*

Issues Committee, headed by Gertrude Whipple, assumed the responsibilities of the former Resolutions Committee. The group continued to work on a written statement of IRA's platform. The statement was to tell the world where IRA stood but was to be based on evidence, not just on opinions.

The Association decided to give the press some positive information regarding reading instruction and to try to encourage the press to look at positive aspects; it had been quick enough to print the criticisms. It was planned that the Headquarters Office would have monthly press releases to bring Association activities to the attention of education editors.

It was hoped that these releases would acquaint editors of professional journals and certain newspapers and magazines with the general nature and function of the Association and would give good publicity to the activities of the organization and its members. Convention plans, publications information, awards, and the outstanding achievements of IRA members would be the subject of these press releases.

Annual awards also were suggested for the best reporting on a topic related to the improvement of reading instruction. These were to be given for a newspaper article or series, a magazine article or series, and for television programs. These publicity activities continue to be a part of IRA today.

Defining the Roles of Committees

Committee operations of the IRA became very involved. Frequently, it was near the end of the year before committee members knew exactly what they were to do and how they were to accomplish their work. Ira E. Aaron was asked to chair a committee to prepare a handbook of instructions to committees for their guidance in conducting committee activities. Aaron, who has a gift for organization and efficiency, soon had an excellent handbook prepared.

Committee structure was established then very much as it is today. The Association had two types of committees—standing and ad hoc. Standing committees were permanent, but their number could be increased or decreased upon recommendation of the Board and approval by a majority of the votes cast at the Assembly. Ad hoc committees were authorized as needed by the Board or the Assembly and were of a temporary nature. They were established to do a specific job. Commissions were authorized from time to time by the unanimous vote of the Board when circumstances warranted the appointment of a group of persons to undertake a major project, usually over an extended period of time.

The number of members on a committee varied with the particular committee, but the Bylaws required that a committee have a minimum of three members. All chairpersons and members of both standing and ad hoc committees served for the term of the president,

unless otherwise specified.

Committees did not establish policies, though they could recommend them. Policies were set by the president and the Board and approved by the Assembly. Committee operations were governed by existing policies of the IRA. Committee reports were not released to the press or to the general public unless they had been acted on by the Board and consent had been obtained from the president. Committees preparing official publications for the Association submitted a copy of the final draft to the president, the executive secretary-treasurer, and the chairperson of the Publications Committee. The Publications Committee thus maintained the authority that some thought it should not have.

The Library Development Committee, under the direction of Nancy Larrick, was concerned with the first resolution passed by the IRA which dealt with the inadequate libraries in many schools. During the year, a bulletin was prepared to aid in the implementation of that resolution. Suggestions for implementation were made to IRA councils, school librarians, journal editors, and others.

In closely related work, Mary C. Austin's Committee on Lifetime Reading Habits prepared a bibliography of articles, books, studies, and resource materials on the development of lifetime reading habits. The committee also studied practices for the promotion of lifetime reading habits. They prepared an article on the topic for the *Journal of Developmental Reading* and initiated a host of other activities in the area.

Clare Routley and his Television Committee were asked to ascertain what was being done in reading instruction by means of television, and information was sought in the United States, Canada, the United Kingdom, France, West Germany, Italy, and some of the developing countries as well as from UNESCO. The responses almost flooded the committee. Those people who reported for the countries or groups where little was being done seemed to be chagrined to report that information. There seemed to be little doubt in anyone's mind that the teaching of reading by television should be done. Some of the best programs reported were produced for the purpose of teaching reading to illiterates. Italy, the United States, and Canada seemed to be the leaders in this development. At a time when two-fifths of the world's people were illiterate, this endeavor seemed to be highly significant. The group anticipated some of today's technical possibilities even though the subject matter was not what was hoped for. "We are told that worldwide television will shortly be a possibility and that a billion people throughout the world will be able to watch a single television program. We can, therefore, confidently look forward to the time when adequate programs in reading through the powerful medium of television will be taken to the masses of the world who at present cannot read and write." The committee produced an extensive annotated listing of the types of programs with which it was concerned.

Defining the Roles of Groups Within the Association

Slight changes were made in the designations of groups within the Association. National affiliates were organizations that were nationwide in membership in expectation or in fact. Bylaws were examined and approved for such an affiliate, the Reading Association of the United Kingdom. A decision was made that each national affiliate have an organization chairperson to be directly responsible to the Board and the executive secretary. Eve Malmquist was appointed Organizational Chairperson for Scandinavia, even though Scandinavia did not fit the definition of a national affiliate.

Regionals were organizations less than national in scope and which were not units of a national organization affiliated with the IRA. Sectionals were defined as organizations limited in membership to geographic areas having political boundaries, such as states or provinces. Locals were, and still are, the backbone of the IRA. They were limited in membership to geographic areas smaller than a state or province and within which there was no smaller unit attending to the professional needs of teachers of reading.

Membership in the organization continued to climb, but the leadership was still troubled by the high dropout rate. One step taken was to establish optional three year memberships at a slight discount. These memberships reduced the cost of billing and helped to prevent the loss of those who would forget to renew and those who were chronically several months late in making their renewals. Executive Secretary Staiger asked that student memberships be authorized instead of student subscriptions, under the assumption that this step would make the students feel more positive toward the organization. Full-time graduate students were included as well as undergraduates, and students were given all privileges except the ballot. It was further suggested that memberships be monitored to see how many students became full members upon graduating and beginning work.

While United States Membership Chairperson Henry A. Bamman traveled in Europe for a six month period, Mildred Dawson was asked to administer organization affairs. Bamman was asked, during his travels, to represent the IRA at meetings in Switzerland, Germany, Sweden, and the British Isles and to encourage the establishment of councils in those countries.

International Organization Chairperson Nancy S. Young reported during the year on a flurry of organizational activities in several countries. Much of the effort was short-lived and some was not so international as it would appear since it involved American teachers who were teaching in American military centers in a number of countries.

Oladele Taiwo and his associates organized a group and submitted the bylaws for an affiliate, the Lagos-Nigerian Council. Books and materials, including the new *Perspectives*, were sent to Taiwo

from Headquarters. Finally in May 1964, the council was chartered.

Irene Olivari, who was doing postdoctoral work in Italy, represented the IRA in that country. She encouraged Italian teachers and American Forces teachers to have meetings, to exchange mutual information, and to form IRA councils.

Winifred Tucker tried to form councils in France but was not greatly encouraged by the results. She did manage to organize a series of meetings for American and French teachers and librarians in the areas around Chateauroux and Evreux.

Dorothy Elliot, serving with American Forces in Spain, worked all year to get a permanent reading group started. The Americans decided they would have to learn the Spanish language before they could establish the needed rapport. Elliot reported it would take much time before IRA could be established in Spain.

Eve Malmquist, the champion of IRA in the international arena, became organization chairperson for the Scandinavian countries. Mogens Jansen, president of the 3,000 member Danish national organization of teachers, worked with Malmquist in trying to form a national affiliate in Denmark.

Efforts were made to start councils in Sweden and Norway. Headquarters sent the requested organizational materials to both countries. Attempts also were made to establish local councils among the American Forces teachers located in Stuttgart and Weisbaden in West Germany.

The United Kingdom Reading Association was chartered in May 1964. John Downing, of that council, traveled to Finland to discuss IRA with reading people in that country.

Developments in New Zealand

The Auckland Council of the IRA was formed in April 1963. In New Zealand, it has been usual for professional bodies to link themselves with British parent organizations. It is not surprising, therefore, that in the early years of the Auckland Council, new members sometimes wondered why this particular association should be related to an American based organization. In the field of reading, however, New Zealand has tended to look to America for inspiration and ideas, although it has not always agreed with or followed American practice. It was, paradoxically, a break away from the American practice of developing remedial reading clinics that led to the early formation of the Auckland Council for the IRA.

In the late 1950s, when reading clinics were still developing rapidly in America, the Department of Education in New Zealand was looking seriously at the problem of the retarded reader; but in 1960, rather than develop more clinics, the department decided to appoint two reading advisors or consultants to help raise the general

standard of teaching in the classroom. Both appointees, Ruth Trevor in Wellington and Yvonne Malcolm in Auckland, had been to the United States on Fulbright Awards and were members of the IRA and knew the value of its work. They were in contact with a large number of people in a broad area of education, and it was natural for them to look to the IRA when the need arose to form an organization.

In Auckland at this time, the establishment of two inservice training centres for teachers helped to boost the rapidly growing awareness of the need for better teaching of reading, especially at the secondary school level. To meet the resulting demand for further guidance and help, it was necessary to coordinate and concentrate all available resources. In late 1962, the Advisor on Reading called a meeting of interested persons from the university, teachers' colleges, primary and secondary schools, and related educational institutions and suggested the formation of a reading association, preferably a council of IRA, as this would provide a firm foundation and make professional journals available. Although there were only five or six members of IRA in Auckland, the group agreed to the formation of a council. An interim committee was formed with Yvonne Malcolm as president; A. H. McNaughton, Auckland University, as vice-president; and George Hammer, Auckland Secondary Teachers' College, as secretary-treasurer. Interested persons quickly applied for individual membership in IRA, and in April 1963, the Council received its charter. Yvonne Malcolm and Tony McNaughton were reelected to office at the Annual General Meeting, and R. McBeath, who had replaced George Hammer at Teachers' College, became secretary.

The wisdom of forming an IRA council has been apparent over the years and is very evident today. In Auckland, the council is one of the strongest and most active of the educational organizations. The movement has spread throughout New Zealand and, at the beginning of the second decade in its history, there are nine councils. Not only is the Association fulfilling a vital function in New Zealand, but it has given support to leaders who are now taking their places on the world scene.

Organizational Activities

Repeated contacts were made with people in Latin America. However, no significant developments toward council formation resulted.

Donald G. Warren, Organization Chairperson of Canada, reported that there were 44 active councils in Canada. Only the provinces of New Brunswick, Quebec, and Prince Edward Island were without chartered councils and, in the latter two provinces, councils were pending.

Earlier, William D. Sheldon had suggested making a film showing IRA activities which could be used to publicize the Association and to

inform local members and others of the various dimensions of the organization. The film was not made, but Daniel Briggs' Committee on Disseminating Information to Councils developed a set of color slides and a corresponding tape recording entitled "IRA Personalities through the Years." Dorothy Kendall Bracken took the pictures, and Hazel Horn Carroll wrote the narration. The slides and tape are available today from the archives at Headquarters.

All Plans Do Not Materialize

President Smith wanted President John F. Kennedy to deliver the opening address for the Ninth Annual Convention. The speech was not scheduled and was one of the few things Nila Banton Smith planned for IRA that she did not eventually accomplish. In any event, the speech would never have been delivered because President Kennedy was assassinated a few months before the Convention.

James G. Gallagher wrote to President Lyndon B. Johnson proposing a living memorial to the late President Kennedy by the establishment of groups throughout the country to donate time to tutoring the less fortunate. The proposal went to the United States Office of Education and then to the president of IRA. President Smith read the proposal to the Board and it was referred to a committee chaired by Executive Secretary Staiger. Local councils did not indicate much support and the idea was not developed by IRA.

A Convention of Theory and Practice

In planning and implementing the program for this convention, the president and president-elect worked together closely. From the beginning of the organization, programs had been largely organized around grade levels—elementary grade, high school, college and adult reading. Smith and Clymer, who viewed the various aspects of reading as continuous, reorganized the Convention program by functional strands such as content areas, individualized instruction, and others. They also moved somewhat away from the format of having a speaker present a lengthy paper followed by brief comments by discussants; instead, they included a number of panels where each panel member presented a topic which was followed by a discussion among the panel members.

Smith was profoundly concerned that IRA sessions become practical and beneficial for the membership. She tells of a lesson in practicality she learned prior to her selection as president-elect. While Smith was traveling on a bus through Kansas to give the opening speech at a Kansas conference, another traveler boarded the bus and sat beside Smith. "Are you going to the Teachers' Institute?" she asked. Smith

replied that she was and asked whether her traveling companion too, were going. "Yes, I'm going," the woman replied, "but I won't get a thing out of it. I'm just going as a professional duty." Smith, a little startled, inquired why the woman believed she would not profit from the meeting. "Well, because they have some college professors talking. They never tell a teacher anything practical." As they traveled over the plains of Kansas that night, Smith became uneasy about how to identify herself. Her companion increased the conflict as they neared their destination by asking suddenly, "By the way, what grade do you teach?" Attempting to gather her wits, Smith replied, "Oh, all of them." To this, the woman sympathetically responded, "Oh, you poor thing. You must teach in one of those one room rural schools."

Smith, not wanting to embarrass her new friend at the meeting the next morning, revealed herself as the college professor who would be giving the opening address on the program. She then thanked the woman for speaking so frankly concerning an important problem.

The next morning, the woman sat in the auditorium on a front seat. Smith knew she had to be practical. The first half-hour of her talk concerned theory, and the second half was a description of practices in which teachers could apply the theory. Later, a teacher approached Smith and gave her a compliment which she treasures to this day. "We respected you for your theory. We loved you for your practice."

Because there was deepening concern that annual conference presentations were simply exchanges among scholars and researchers, the program was planned around a half-theory and half-practice basis. Each sequence featured four speakers for fifteen minutes, each followed by a practical application using students or films of students. This practical demonstration was followed by discussions.

To Philadelphia

On April 29, 1964, the adolescent-aged IRA went home. Seventeen years after ICIRI was founded in Philadelphia, IRA held its Annual Convention there. Although the meetings were held at Convention Hall, nearby hotels, and the University of Pennsylvania campus, many participants visited Temple University as well—where it had all started.

E. Gillet Ketchum and Rosemary Green Wilson were cochairpersons of local arrangements. They started to work in August 1962 for the meeting in Spring 1964. Ketchum broke both legs about a month before the Convention and worked incredibly hard from a wheelchair prior to and during the meeting.

For years, the Temple University group included strong reading people and also brought in well-known speakers. The area council, however, had bogged down somewhat and held only one or two meet-

ings a year and some rather informal executive meetings. When the group found they were hosting the IRA Convention, they had trouble finding enough members and other persons to work. Thus, one of the cradles of the Association found itself a little overwhelmed at the prospects of welcoming back the child grown huge over the years. After the convention, some IRA members were able to go on to the World's Fair in New York City.

John B. King, Deputy Superintendent of Schools in New York City, made the opening address at the Convention and spoke on "Teaching One Million Johnnies to Read."

On Friday evening, the First Annual Banquet was attended by many members. The Citation of Merit for the year read:

In recognition of his illustrious career marked by encyclopedic contributions to virtually every facet of reading instruction and by inspiring leadership to countless thousands of teachers throughout the nation, the International Reading Association salutes Dr.

Paul A. Witty, gifted and creative educator, clinician, researcher, lecturer, and writer.

Two other "firsts" at the First Annual Banquet were: Robert B. Ruddell was presented with the Association's first Award for an Outstanding Dissertation in Reading; and Nila Banton Smith delivered the First Presidential Address, "Challenge to Change."

Past attendees at IRA conferences reported consistently that their greatest benefits were derived from their informal contacts with other educators in similar positions. At this convention, a framework was provided to maximize this valuable interchange through "Teachers' Idea Exchanges"—numerous small informal meetings which enabled teachers to trade classroom ideas with colleagues.

At the annual Book and Author Luncheon, several local children's book authors were presented. The speaker was Elizabeth Gray Vining, the well-known teacher of the Crown Prince of Japan. Vining was introduced by Nancy Larrick, the person most responsible for creating these luncheons.

In earlier years, IRA had held joint meetings at the conferences of other organizations. This year, six United States national organizations and one international organization held joint sessions at IRA's convention.

For the final meeting of the convention on Saturday afternoon, Pauline Frederick, internationally known for her news reporting of the activities of the United Nations, spoke on the subject, "United Nations in the World Today." This session was particularly thrilling for those in the audience who had helped the old ICIRI become international. The session opened with the "Pageant of Flags." Flag bearers presented the flags of all the nations having members in IRA. To an organ accompaniment of national anthems, the flags of twenty-five nations went by.

Clymer Becomes President

When Theodore Clymer became president of IRA, most people thought of him as the bright young man in reading. If he lives to be one hundred, he still will probably be thought of as that bright young man. Clymer had four major goals for his administration: 1) to change some of the operations of the Board, 2) to strengthen the international aspects of IRA, 3) to develop other publications, and 4) to give more assignments to new and promising young individuals.

Dorothy Kendall Bracken became president-elect in the new administration, and new Board members were Paul Conrad Berg, Dorothy M. Dietrich, and Roy Kress.

President Clymer felt that the Board had grown to be too powerful, and he urged that the Board concern itself more with policy matters and less with the implementation of policy. In his opinion, and that of a number of others, the Board was trying to exert control over details and routine operations that should be delegated to Headquarters and to IRA committees, commissions, and other duly constituted groups.

Moves to modify control of the Board met with considerable resistance and strong feelings emerged. President Clymer believed that hasty decisions were sometimes made by the Board because of inappropriately scheduled meetings. The Association now paid expenses of the Directors and, in an effort to save money and time, meetings were scheduled around conventions and other conferences, invariably the busiest times for board members. These board meetings sometimes lasted as long as eight hours in one day. People often became weary and difficult under those conditions.

Decisions of Wide Ranging Significance

President Clymer initiated the practice of creating a sealed environment and providing a realistic work day for Board meetings. A meeting at Cherry Hill, New Jersey, was the first such session. Clymer was right; esprit de corps was marvelous. The Board worked hard, but the work was less burdensome. Three important decisions came from the Cherry Hill meeting: to approve the employment of a management consultant to study the administrative system, to launch the *Reading Research Quarterly*, and to put money into international planning and international conferences.

The management study was really three separate studies which were conducted by McManis Associates. It was discovered that Executive Secretary Staiger was doing the sound and efficient job that IRA leaders and members suspected he was doing. The study revealed that one of the greatest liabilities was the cramped and inefficient office space provided for Association work. In addition, the consultants

pointed out that each membership was costing the Association between 35¢ and 50¢ and that income from other sources was used to make up the loss and generate a net surplus. The consultant recommended that membership fees be raised to \$5 or \$6 and that additional staff be hired to carry on the burgeoning Association activities.

After the completion of the management study, the Association leased an attractive, spacious building in Newark, Delaware. The building was enlarged and remodeled to IRA's specifications; a five-year lease was signed; and, once again, the hopelessly overcrowded conditions that IRA seemed prone to develop were relieved. Also, as a result of the study, a business manager was employed to assume responsibility for business activities, thus relieving the executive secretary to concentrate on professional aspects and projected growth of the organization. A further development was the hiring of a field consultant to travel in areas where assistance was needed in organizing councils and in program planning.

International Developments

On the international scene, developments were rapidly taking shape. On April 27, 1964, Eve Malmquist opened a meeting at the State Research School in Linköping, Sweden and informed those present about the goals and activities of IRA. He proposed the formation of a national Swedish organization which would establish and maintain contacts with similar societies and organizations in different parts of the world, motivate and support studies of reading, sponsor the publication of important written reports of research or methods, encourage the improvement of teacher education, arrange meetings to disseminate information about reading and reading research, and stimulate the establishment of local societies throughout the country which would be connected to the national organization.

The Swedish Council of the International Reading Association was formed and Malmquist was voted president for a four year term. A governing council was elected for a two year term. Siv Boström, Annie Dahlqvist, Ake W. Edfeldt, Inga Johansson, Ebbe Lindell, and Greta Wahlberg became directors and Lars Sjöqvist and Maja Witting became deputies. Annual dues of 25 kroner were set, which included the \$14 membership fee in the IRA. In September 1964, the directors met and elected their vice-president, secretary, and treasurer. The first local was organized later in the year in Linköping, and Inga Johansson was elected president.

Clymer, Eve Malmquist, and others strongly believed that an international organization should hold an international conference. The IRA Annual Convention was dominated by the United States and Canada. Representatives from other nations participated, but these

few activities did not meet the need for a real international conference. Plans were initiated for a meeting that was to lead, eventually, to IRA's World Congresses.

The Danish Reading Association was asked by the IRA whether they could sponsor a world conference. They felt they could not do so. Ralph C. Staiger contacted UNESCO to see whether their facilities in Paris could be used and UNESCO answered affirmatively, since IRA was associated with the World Confederation of Organizations of the Teaching Profession. Plans were laid for a very simple IRA program, lasting two days, and including four general sessions followed by sectional meetings.

Marion Jenkinson became chairperson of the first IRA World Congress scheduled for August 1966. Jenkinson's grasp of world affairs made her a splendid choice. She had received her teaching training in Great Britain, had taught in Australia, and was teaching in Canada at the time.

John Downing was named organization chairperson for the United Kingdom. He reported that the United Kingdom Council membership had nearly doubled, which he attributed in part to the First Annual Conference in London. New councils were organized in Manchester, London, Exeter, and Liverpool. Downing expressed his thanks to Nancy S. Young, William D. Sheldon, and others for introducing IRA in England—a beginning which had led to the subsequent formation of that national affiliate.

Constance M. McCullough and Eleanor Robison worked in India and Nepal during the year and encouraged leaders in education there to become interested in the IRA. McCullough worked in textbook development and teacher training and, to a lesser extent, in early childhood intervention to prevent reading failure. The staggering factor was language. India has more than a dozen languages and hundreds of dialects. Nepal, with its twenty-three languages, presented an even more complicated problem. McCullough spent much of her time helping teachers to find ways of building bridges between children's languages and dialects and the national language. Often the teacher did not understand a child's dialect or language.

Ahalya Chari of New Delhi wrote to IRA with warm praise for the work of McCullough and Robison:

Ours has been a true effort at international collaboration and I would be grateful if you would convey to the IRA members our conviction that there is much in common to be faced in the field of reading all over the world and the more we share our thinking, the greater will be the benefits.

By March of 1965, IRA memberships in several countries were strong enough to offer viable groups for initiating international ex-

change. Australia had 110 members, New Zealand 58, India 20, Israel 18, Great Britain 16, and Sweden 8. Twenty-three other countries had memberships of 1 to 5 persons. At that time, Canada had 1,304 members and the United States had 21,767. Some countries had only a few international members, but had many local members who regularly attended meetings.

Henry A. Bamman recommended that the past president be commissioned by the Board to visit one or more countries each year and that funds be set aside for that purpose. He suggested that the visit be of sufficient length to enable the past president to meet with educational leaders, speak to groups of teachers, and actually aid in the formation of councils and affiliates. Eventually, Bamman's idea was implemented.

The IRA Tours

At the January 1965 meeting of the IRA Board in Williamsburg, Virginia, President-Elect Dorothy Bracken, in her suggested plan of activities during her presidency, presented for Board approval a plan for initiating study tours for the IRA membership. The Board approved the plan for three tours for the following summer: The British Isles, Western Europe, and Scandinavia. Even with a late beginning on publicity, twenty-eight people made the trip through the British Isles, fifteen went to Scandinavia, and fifteen elected the Western Europe tour.

The aim of the tours was, and still is, to give teachers educational, historical, and literary experiences along with the most exciting itinerary possible. Specifically, IRA tours are designed to enable members to visit various countries in depth, observe the methods of teaching reading in those countries, and talk with teachers and educational leaders to learn of new developments in reading and related fields.

Publications

Editor George B. Schick reported of the *Journal of Reading*:

The year 1964-1965 has, of course, been one of transition from the condition of an institutional publication with no membership and only its own worth and reputation to sustain it, to the circumstances of ownership and dissemination by the world's largest professional organization for reading improvement. Despite this remarkable change in status, sponsorship, and readership, the process of adaptation to different conditions has been relatively easy and rewarding.

In the summer of 1964, the print order for the *Journal of Developmental Reading* was for 2,000 copies; the print order for the May 1965

issue of the *Journal of Reading* was 9,000 copies. Although many who received the *Journal of Reading* had formerly received *The Reading Teacher*, Editor Stauffer reported an increase, not a decrease, for *The Reading Teacher*. Apparently, many new members joined the organization because it now had a journal especially for them. Many regular members subscribed to both journals and, of course, the membership increased. Advertising in the *Journal of Reading* brought an income of \$5,600—more than twice the amount IRA paid for the *Journal*.

The Reading Teacher reached a circulation of 39,000 copies during the year, and the total cost involved in its production was \$66,317 in 1964. Dolores Durkin became the editor of "What Other Magazines Say About Reading," the feature which had been edited by Muriel Potter Langman from 1956 to 1964. In the May issue, Editor Stauffer announced that Jo Stanchfield would replace Mary Elizabeth Coleman who had edited the ever-popular "Clip Sheet" since 1958.

In his report to the Board, Editor Stauffer made an announcement that reading people in all parts of the world regretted to hear.

In keeping with the policy of the Board to take advantage of the skills and abilities of the Association, I think it is both wise and timely that the Editor be replaced. If it is not too presumptuous on my part, I will suggest that my term as Editor be terminated with the completion of Volume 21 and the May 1968 issue. This will round out ten full years of Editorship. I started in midyear of 1957 and in reality will have served ten and one-half years. If the Board would prefer an earlier change of Editorship, I will be the first to assure the members that I will be ready to step aside if they wish.

In announcing that he would not be available for another four year term, Stauffer was giving the organization time to find a new editor—no easy task given the enormity of the job.

Nila Banton Smith gave IRA the copyright to her book, *American Reading Instruction*. Further, she agreed to revise the manuscript so the IRA could publish an updated version. The contract read,

Author requests that she not be compensated for the copyright, for the section of the book already in print, or for the additional manuscript updating the book to 1965; nor does Author expect to be paid royalties resulting from the sale of the book, or to receive financial returns from the book in any other form. The present book and the updated manuscript are outright gifts to the Publisher, foregoing any present or future remuneration of any kind to the Author. It is mutually agreed, however, that the entire proceeds from the sale of the book shall become a part of the general budget of the International Reading Association, unless at some future time the Board of Directors of said Association shall

decide to use said proceeds for some specific purpose which will contribute to the improvement of reading instruction.

A new series of publications, designed to offer specific suggestions to aid teachers, was developed under the direction of Ira E. Aaron. Several suggested names for the series, including "IRAids," were rejected by both IRA and Ira Aaron. Eventually, the series became known as *Reading Aids* and Aaron and his colleagues, Byron Callaway and Arthur V. Olson, authored the first title in the series. Marjorie S. Johnson and Roy Kress wrote the second book on informal reading inventories, a subject they had first discussed in the *ICIR Bulletin*.

In addition to the *Reading Aids* booklets, new titles in the *Perspectives in Reading* and *Annotated Bibliography* series were published and others were planned. Reprints on six different subjects were collected and prepared for publication. Faye R. Branca started work with IRA when the first *Perspectives* volumes were issued in 1964. Soon she was asked to work full time in the coordination and development of the Association's varying and multiplying publications. Branca remains one of the pillars of the publications work at Headquarters today.

President Clymer, who was one of the driving forces behind the Association's development in the area of research, felt that the IRA needed a journal for researchers and scholars. Although *The Reading Teacher* had one issue each year dedicated to research, that research was oriented to practitioners rather than those on the frontier of scientific work in the field. Clymer and others knew such a journal would have to be heavily subsidized, but they felt it was important to the field that the IRA do so. The *Reading Research Quarterly* was one of the important results of the historic Board meeting in Cherry Hill.

Resolutions and Issues

The Resolutions Committee had existed for one year; the Timely Issues Committee took its place for one year; now, during the Clymer administration, the Resolutions on Timely Issues Committee appeared under the direction of George D. Spache. In his report, Spache spelled out the position that has guided IRA through the years in dealing with questionable issues.

A wide variety of services, devices, and training materials which purport to produce the improvement of reading skills is currently being offered to the general public. In some instances, the advertising accompanying these materials approaches sensationalism, exaggeration, and even misrepresentation, when judged with regard to the limits of present professional knowledge.

To aid the prospective user of reading improvement devices and services, the International Reading Association offers the following cautions:

1. Statements of possible benefits from reading improvement services

should be characterized by modesty and due caution for the limits of professional skill, which does not encompass cure-all powers.

2. The possible causes of inadequate or poor reading skills are many. There is no single treatment or approach known which will effectively correct all possible causes of difficulty.

3. No ethical person who is a professional in the area of reading improvement can or should guarantee marked improvement of skills for all users of his services.

4. Distributors of reading devices or materials have an ethical obligation to submit their products to fair scientific trials before marketing and to make the data of these evaluations available to all prospective purchasers.

During the year, IRA sustained a major loss in the death of David H. Russell. The Board passed the following resolution.

WHEREAS: The Board of Directors of the International Reading Association notes with sadness and a deep sense of loss the untimely death of Dr. David H. Russell, a scholar of the highest integrity, an imaginative writer, and an inspiring teacher, a man of great humanity who gave freely of himself and his knowledge to a new generation of scholars and teachers, a leader in the development of theory and practice of reading instruction, and a former member of the Board of Directors of the International Reading Association,

BE IT RESOLVED THAT: We acknowledge our debts to him for his many contributions and his devotion to the profession and extend our sincere sympathy to his family and friends.

One study project that had developed out of the attacks on the reading field a few years earlier was to analyze the comparative studies in reading to see whether effectiveness in the teaching of reading was deteriorating as the critics claimed. These studies were to be summarized and published by IRA. After years of collecting information and examining the studies, the Committee on Studies and Research and Chairperson Wallace Ramsey concluded that basically the research studies they had received on comparative reading achievement over the years did not meet the criteria of valid research. They recommended that the studies not be summarized because the results were too questionable. Part of the motivation for publishing the findings was gone since the storm of protest in the public press over reading was rapidly abating.

New Projects

Edward G. Summers was asked to chair the Abstracts and Information Retrieval Committee. The work of Summers and his committee was to have far-reaching results for IRA and for education in general. Much of the work was exploratory in nature, centering around the possibility of establishing a reading research retrieval service based on the

United States Office of Education project, "The High Speed Electronic Computer As a Storage and Search Device for Reading Research Retrieval." The resulting *ERIC/CRIER* is a phenomenon with which every graduate student in reading is familiar.

Another project of the committee was to explore the idea of the establishment of an abstracting service similar to *Psychological Abstracts*.

The third project was the compilation of a twenty-year annotated index of *The Reading Teacher*. Since *IRA* felt that *Education Index* had been remiss in not indexing *The Reading Teacher* earlier, the Association decided to do the job itself. Chairperson Summers was asked to be the editor of the twenty-year index.

Hazel Horn Carroll, who has a number of contacts in the entertainment world, became chairperson of the Television Committee. During the year, surveys were made of television programs in reading, charts of programs available for rental were prepared for publication, and the "TV Corner" was initiated for *The Reading Teacher*. The committee wanted a spot in commercial television where the reading story could be told; they decided on "Mr. Novak." Chairperson Carroll made the needed contacts and committee members submitted synopses and sample scripts. An enormous amount of work went into the project. Just at the point when all materials were submitted by the committee, the show was cancelled.

Donald L. Cleland's Bylaws Committee wrestled with a number of questions. In view of the expanding worldwide interests of the Association, Cleland suggested that the following be added to the purposes of the organization as stated in the Bylaws: "to develop literacy, in its broadest sense, among all people."

Cleland wanted to provide a place within *IRA* for special interest groups that did not fit into the mainstream of reading education. Some in the organization were afraid that special interest groups would splinter the organization. Eventually, special interest councils were formed and accepted into the Association with representation in the Assembly.

John Bormouth's Evaluation Committee conducted one of the most comprehensive and objective studies to be found in the annals of the *IRA* and produced a report that enabled the Association to make a great number of changes in the years ahead.

Leonard Courtney was in charge of the reinstituted preconvention institutes. There were six institutes, making the preconvention part of the program virtually a conference within itself. President Clymer wanted the institutes resumed, arguing that the resulting papers could be developed into much needed publications of various types.

President-Elect Bracken was in charge of the program, and there were 760 people scheduled to make presentations. A snowfall of rejections from scheduled speakers came in January, after the program

appeared in *The Reading Teacher*. When Bracken arrived in Detroit, seventeen telegrams indicating cancellations arrived at her hotel. Only through last minute assignments was she able to fill the gaps in a program which included thirty-five concurrent sectional meetings.

The Tenth Annual Convention was held in Cobo Hall in Detroit. Very few took notice of the fact that the official cover of the program boldly pronounced that it was the "Ninth Annual Convention." Eve Malmquist delivered the opening address, "Teaching of Reading: A Worldwide Concern."

When Theodore Clymer was making plans for the Convention, he contacted the University of Minnesota Director of Programs and Lectures to see whether he could suggest an outstanding speaker outside the field of reading who would have something to say on reading. "Sure," was the casual reply, "I'll see if I can get Louie for you." "Louie" turned out to be Louis Untermeyer—author, poet, critic, and lecturer of renown.

At the Second Annual Banquet, IRA chose to honor the person who had served the Association in so many ways. The Citation of Merit was addressed

To Nila Banton Smith: In recognition of her distinguished career as a versatile social scientist who has vastly enriched our understanding of the teaching of reading. The International Reading Association salutes Dr. Nila Banton Smith, imaginative editor, productive writer, master teacher, and vibrant professional leader.

Elmer Bertelson and the *Houston Chronicle* received the Association's First Annual News Award for an outstanding series of articles on reading called, "Reading Is the Key." The Outstanding Dissertation Award went to Helen K. Smith for her study done at the University of Chicago.

In the sessions on international aspects of reading, International Chairperson Nancy Young reported on reading developments in a number of different countries. Ahmed A. Fareed discussed reading instruction in Egypt; Eleanor Robison reported on developments in India; Eve Malmquist talked about reading research in Scandinavia; Elizabeth Orchard's report was "Reading Instruction in Canada"; Jean F. Hamilton delivered "A Report from Australia"; and Lawrence M. Kasdon discussed reading improvement in the South Pacific.

The research dimension of the reading field was given more conference time than ever before in the history of the organization. It included reports of several outstanding dissertations.

Those who knew President Clymer expected to see many new faces among the presenters; they were not disappointed. There were fewer veteran speakers on stage than had been the case previously. Clymer had also placed newcomers on committees and in other im-

portant positions. For the most part, committee chairpersons were those who had served the association long and well and who knew its overall aims and operations.

When President Clymer ended his term in office, the Association had made major gains in every area to which the president had addressed himself. The bright young man had been a dynamic and effective leader of both new and veteran members.

Chapter Eight

Extending Frontiers

Dorothy Kendall Bracken had been a loyal and effective leader in a number of IRA activities before she succeeded to the presidency in 1965. Her most distinctive contribution to the IRA was the initiation of the annual tours.

There were three major thrusts President Bracken wanted to give her administration. She wanted to establish the Studytours as a permanent and important part of IRA activities and she wanted to bring to reality the world conferences that had been on the drawing board for some time. Her third major goal was to go unrealized; she wanted the Association to become as big in multimedia as it was in publications.

Mildred A. Dawson, president-elect in the new administration, started immediately to make detailed plans for her duties as president-elect and for her own administration. New Board members were Althea Beery, Leonard Courtney, and Grace McClellan. Board membership can be hazardous. When the Board met in Boston to examine possible convention facilities, they came to an area where their cameras were taken and armed guards were stationed. It seems that extreme measures were taken to prevent the public from seeing the new cars which were to be shown for the first time at the automobile show the next day in the convention hall.

Clymer was eager to have the meeting in Dallas. He said he understood that, "If you hold a reading meeting in Texas under a mesquite tree, 800 persons will show up."

Bracken was almost solely responsible for the IRA Studytours, an important aspect of the Association's international development. She directed the first tours in 1965 and has been reappointed by each succeeding president. Bracken has more than thirty years of travel experience; fifteen years on the North American Continent and more than fifteen years in other parts of the world. She has traveled in more than eighty-one countries and lived abroad for about five years.

The Studytours go to historical and cultural sites, and the participants attend operas, plays, and concerts. In addition, the Studytours provide professional opportunities not available to reading people through other tours. In each country, the travelers visit local schools, meet with local educators, and participate in seminars and discussions or attend lectures. The Tour leaders are selected from IRA

leaders, including organization persons at the state or provincial level, and from among those who have participated in at least two previous tours.

In 1966, three tours were conducted and 146 IRA'ers went to Western Europe, the British Isles, or Scandinavia. Participants benefited and made friends and contacts for IRA wherever they went.

President Bracken, Executive Secretary Staiger, Headquarters Committee Chairperson Leo Fay, and others continued the search for an assistant executive secretary. The search began in the Clymer administration. Someone was sought who was well established in the field of reading and well acquainted with IRA. Obstacles appeared again and again. Past President Clymer suggested Ronald W. Mitchell, a personable and capable young man who was finishing his doctorate at the University of Minnesota.

Mitchell had never expected to take this type of position and did not accept the invitation to go to Newark to discuss it. Clymer later talked with him and suggested he at least consider the job and talk with Staiger. Mitchell went to Newark for an interview and Staiger was impressed with the young man and his credentials. Mitchell then talked with President Bracken who felt he would be the right person for the job. He was finally hired but not before a very strange letter, in which it appeared that Mitchell was hiring President Bracken, was written through clerical error.

It was a time of other significant developments at Headquarters in addition to the hiring of the new assistant executive secretary. Leo Fay was asked to chair the Headquarters Committee. In that position, he was to learn about and have a powerful influence on the operations of Headquarters. The information he gained there was to serve him well during the days of his IRA presidency.

Fay met at Headquarters with Roy Kress, chairperson of the Long Range Planning Committee. They set in motion many of the recommendations made in the McManis Report. They discussed furniture needs for the expanded facility; met and discussed operations with the business manager and staff; explored the in-house data processing flow charts; and reviewed the projected needs in five years for an IRA building or for acquiring other facilities. They found the new facilities to be impressive and the Headquarters staff to be efficient in carrying out the objectives of the Association. Slides of the new facilities had been prepared and were to be shown at conferences and at the Annual Convention in Dallas.

In finances alone, Headquarters had become a sizeable operation. By March 31, 1966, the assets of Association investments of its Headquarter's Fund, Life Membership Fund, IRA Research Fund, and others totaled \$144,461.28. The IRA had made considerable financial improvement since the Sheldon administration when it made its first investments.

At that time, in addition to investments, the organization had an income of \$378,591.51 from memberships, subscriptions, publications, the convention, and miscellaneous. Expenses and income were still too close for comfort for an organization of IRA's size, especially since the construction of a Headquarters Building lay ahead.

During the year, Kress' Long Range Planning Committee made many recommendations which were implemented in order to provide for the best growth and development of IRA for the next ten years. The committee suggested the Association take note of the federal money coming into the reading field, study the types of positions reading people were holding, and investigate the training being provided for persons holding those positions. This kind of recommendation was not unlike one of the original studies of NART. It was felt that the investigation would help colleges and universities in setting up appropriate programs and would help administrators evaluate the qualifications of the people they sought for newly created positions. One possible outcome was a publication dealing with the various levels of responsibility in reading instruction and the qualifications desirable at each level.

The committee also suggested that Dorothy Kendall Bracken, as past president, be authorized to travel abroad the next year to aid in public relations and promotional activities and to help local affiliates develop brochures in their languages describing the advantages of membership in IRA and the services to be expected from such membership. It was also suggested the IRA organizational guide be translated into appropriate foreign languages.

The committee recommended that Henry A. Bamman be relieved of his responsibilities for the Continental United States to permit him to concentrate on overall organizational activities. Jack Humphrey was suggested as the new United States chairperson.

It was also recommended that attention be given to the possible contribution of special interest councils and that more recognition be given to those councils and their leaders. A warning was sounded concerning any determination being made of a member's qualifications for admission to such councils. The question of admissions qualifications had been discussed many times in IRA and its parent organization, NART. Many argued for the recognition of successive levels of competence by acceptance into appropriate levels of membership in IRA. The Kress committee thought such a membership structure was fraught with possible problems. Many other projects and practices of the IRA today can be traced to the suggestions of Kress' Long Range Planning Committee.

The Association was not only interested in its future but also in its past. Helen M. Robinson was asked to chair a committee to collect data for the writing of the History of IRA. The committee's charge was to prepare an account of the founding and development of ICIRI and NART and to describe the merger and the history of IRA until July 1, 1956.

Members of the committee collected data from primary and secondary sources and wrote accounts of events they recalled. Chairperson Robinson organized the material, studied the minutes of ICIRU and IRA meetings, and recorded the material for posterity. Minutes of the NART meetings had been lost in moving the Central Office at the time of the merger.

Other Committee Activities and the Federal Money for Reading

Robert Kinder's Committee on Membership and Dissemination of Information to Councils made an extensive study of the interest of the membership by use of questionnaires. He also completed a study of the experiences of other organizations that had established divisional structures such as those suggested to the Long Range Planning Committee.

Hazel Horn Carroll's Television Committee had decided during the previous year to contact Edgar Bergen about working with the committee to prepare a program on reading using Charlie McCarthy. Carroll made the contact and Bergen agreed. The committee made suggestions for content, Carroll wrote the script, and Bergen edited it. Chairperson Carroll, President Bracken, and Secretary Staiger were in Hollywood for the filming in February 1966. The film was shot in Bergen's Beverly Hills home, edited to a fifteen-minute production, and was made available to councils and television. The film's purpose was to encourage parents and teachers of children with reading problems to get help from reading specialists. It still is being shown by IRA councils today.

Instead of receiving abuse as it had in past years, the field of reading began receiving support, largely in the form of grants to education from the government. Many school systems and agencies found themselves in the position of having the money for personnel, materials, and projects without knowing how the money could be spent. Former reading students returned to their professors to ask how to spend money, a question reading professors had never expected to be asked. Individuals, local groups, and the United States Office of Education looked to the IRA for leadership.

The IRA was asked to evaluate the NDEA Reading Institutes and to join a consortium to plan future programs and upgrade the NDEA Institutes. Jack Humphrey was asked to coordinate a project to hold meetings and develop publications which would upgrade the Institutes. The *NDEA Handbook for Developing an Institute on Reading* was one result of this activity. The Board approved Leo Fay's suggestion that the Institutes place emphasis on the preparation of individuals to train others to teach reading.

The Board approved Edward G. Summers' "Prospectus for a Joint Proposal to Establish the Indiana Center on Retrieval and Dissemina-

tion on Research in Reading," asked Summers to be chairperson of a consultant committee to advise on the Indiana retrieval project, and authorized him to submit a proposal of the project to the United States Office of Education. Thus ERIC/CRIER (Educational Resources Information Center Clearinghouse on Retrieval of Information and Evaluation on Reading) had its beginning.

William D. Sheldon's Literacy Committee strove to give form to the Association's newly stated Purpose regarding world literacy. Sheldon met United States Office of Education representatives to ask them to sponsor an invitational conference on research in literacy. Sheldon's committee also examined research over the past five years to determine directions for the future.

The Library Development Committee, chaired by Alvina Burrows, prepared a brochure on the ways and means that school library equipment and service could be secured.

Millard Black held special meetings of his Disadvantaged Readers Committee and planned and outlined a publication on the subject of reading instruction for the disadvantaged child. The volume was to be published for the use of administrators, supervisors, and teachers of disadvantaged children.

President Bracken felt that a major emphasis of the Association should be the development of a multimedia dimension and she asked Harold L. Herber to head that development. He and his committee were authorized to submit a small contracts proposal to the United States Office of Education for support of a project to produce film-strip/tape recording packages on reading instruction. It was suggested that the IRA place its imprimatur on these packages and serve as the distributing agency. These packages were generally expected to parallel the existing IRA publications. The committee also prepared tape recordings of the Detroit Convention and readied them for distribution through Headquarters.

The Journals

The Reading Teacher also reflected the input of federally funded projects in education. A special report on the NEA Institutes was included in the December 1965 issue. The February 1966 theme was "Operation Head Start" and the famous "U.S. Office of Education First Grade Reading Studies" were reported in May. Summaries of twenty of the twenty-seven USOE studies were included.

A two-year study of *The Reading Teacher* revealed a great increase in attention to the deprived. In the January issue, mention was made in "The Clip Sheet" of Nancy Larrick's contention that children's reading materials discriminated against blacks. Larrick had shown that only 6.7 percent of the materials dealt with blacks and 60 percent of that 6.7 percent concerned blacks outside the Continental United

States. Fewer articles in *The Reading Teacher* dealt with remedial work and more dealt with developmental reading. There were more general and theoretical articles contrary to requests at the Annual Conference for more concrete suggestions for teaching procedures.

The Board recognized that members who subscribed to *The Reading Teacher* received more copies of their journal than those who elected to receive the *Journal of Reading*. It was decided that the *Journal* would be increased to eight issues each year.

The Evaluation Committee suggested that there should be greater diversity among contributors to the *Journal of Reading* with more public school persons authoring the articles and features.

The *Reading Research Quarterly* was published in the fall of 1965 to report experimental, statistical, and technical articles as well as integrative, critical, and comprehensive reviews of the literature. "The Annual Summary of Research in Reading," by Helen M. Robinson, would occupy one issue each year. According to the editors, the format and objectives of the *Quarterly* accommodated lengthy and comprehensive reports, thus permitting depth and detail not possible in most journals reporting reading research. Theodore Clymer was the editor and Edward G. Summers was associate editor. The *Quarterly*, as its name implied, published four issues yearly: Fall, Winter, Spring, and Summer. Biographical sketches of the contributors appeared in each issue of the *Quarterly* and brief abstracts in English, French, and Spanish appeared at the beginning of each article.

The Winter 1965 issue contained "a summary of investigations related to reading, July 1, 1964 to June 30, 1965," compiled by Helen M. Robinson, Samuel Weintraub, and Helen K. Smith. The summary included an annotated bibliography of 236 sources. The *Quarterly* did not contain any advertising, news of IRA activities, or regular monthly columns; it was devoted totally to research.

The Spring 1966 issue began the practice of publishing reviews of important books on reading research and reactions to articles appearing in the journal.

Circulation among the three IRA journals increased by 10,255 copies from March 1965 to March 1966.

New Publications

Other publications continued to flourish in the Bracken administration. Marjorie S. Johnson became editor of the *Reading Aids* and initiated the development of new publications in that series. Ramon Ross, editor of the *Annotated Bibliography Series*, announced the development of a number of new publications. George D. Spache suggested that annotated bibliographies be prepared on certain federally funded projects and other topics such as inservice programs and reading for the disadvantaged. New *Perspectives in Reading* titles were

developed, and others were planned. Theodore Clymer's suggestion was implemented, and plans were made to issue a new series based on the addresses given at the Preconvention Institutes in Detroit.

In the past, when relatively few publications were being issued and usually within the span of one administration, a list of Board members and the Publications Committee Chairperson in office during the inception of the publication appeared in each new book. Now, with larger projects which required several years' work, that practice was less workable.

Since the inception of a project generally is most important, the Board decided that, in future IRA publications, the preface would be written by the president during whose term the project was initiated and that officers and Board members in office on the date of publication would be listed. Acknowledgement of Publications Committee chairpersons and other important influences would normally be included in the preface.

It was projected that the thirty-nine new publications planned for 1966-1967, together with the journals, would have a list price value of \$39. Roy Kress suggested that a comprehensive membership plan be instituted which would include, as a part of that membership, the receipt of all Association publications. Effective July 1967, comprehensive membership dues for individuals were established at \$25 per year and comprehensive subscriptions for institutions were set at \$35.

Membership Around the World

President Bracken and Organization Chairperson Henry A. Bamman called attention to the need for financial support for organization chairpersons in certain countries where these representatives formerly had worked on a voluntary basis. It was decided that organization chairpersons in countries with national affiliation could submit a modest budget for approval.

Eve Malmquist proposed a plan for biennial international conferences to be held in various parts of the world. The first of these had already been scheduled for Paris in August 1966. President Bracken asked Marion Jenkinson to develop the program. Again, IRA's initials caused a problem. Routine conference materials were sent to Jenkinson; however, IRA was boldly stamped on the box. The mounties promptly asked why she was receiving materials from what they assumed was the Irish Republican Army. Many educators who were invited to attend the Paris meeting could not accept because of the expense of the trip. One generous IRA member provided money for special delegates from India to attend; they could not have participated otherwise.

The Association continued to cooperate with other international organizations. Eva Mahoney offered to represent IRA at her own ex-

pense at the meeting in Seoul of the World Confederation of Organizations of the Teaching Profession. The offer was accepted, and it was voted to provide a token sum of money for Mahoney and one other delegate if someone else chose to attend.

A. H. McNaughton became president of the Melbourne Council. He was much concerned that teachers be more aware of the findings and value of research and become involved in research. Under his guidance, the first research subcommittee was formed. Two projects were carried out and many teachers and student teachers became involved. They gained insights into research and contributed to the field. One of the reports of the research was later published in the March 1969 issue of *The Reading Teacher*.

Marie M. Clay did an extensive research study outside the council's activities but frequently reported on her investigation to the council. This provided feedback for her and stimulated interest in research and research findings among the members.

Australia had become the third largest country in IRA membership but it did not become a national affiliate. The states of Australia are highly independent, especially in the area of education and a national affiliate is still in the future, although discussions are taking place.

Chinna Chacko (Oommen), who had worked with Constance McCullough, continued to try to promote IRA in India. Ahalya Chari moved to southern India and tried to organize a new council at her college there.

The Danish Reading Association sent a request for affiliation with a copy of its bylaws. The bylaws were translated and copies sent to the Board for approval.

As of March 1966, there were 26,476 IRA members in the United States; 1,105 in Canada; 122 in Australia; 37 in New Zealand; 22 in India; 17 in Great Britain; 7 in the Philippines; 6 in Israel; 4 in Sweden; 3 in South Africa; and 1 or 2 in each of 23 other countries.

In the October 1965 *Reading Teacher*, Theodore Clymer called attention to the problem of having the members feel a close relationship to IRA as it expanded into a huge organization. This is still one of the most formidable problems the Association faces.

One small step was taken to help members and local leaders identify with IRA. Past president pins and other IRA jewelry were made available to councils. The IRA then as now continually monitored the wishes and needs of its members through committee studies, direct questionnaires, elected representatives, and, of course, the General Assembly itself. Because it has tried to heed those wishes and needs, IRA has been a great force in giving shape to the field and giving individuals a very special pride in being a reading person.

Convention Evaluation

Ruth Strang's Evaluation Committee developed a plan to evaluate the Annual Conference. Executive Secretary Staiger's office sent a questionnaire to every tenth person who went to the Detroit Convention. Twenty-one percent responded. Respondents indicated the following reasons for attending the meeting: to maintain and initiate social and professional contacts, to receive inspiration and reassurance, to gain new knowledge, to learn about new materials, and to hear expert opinions. Most were well satisfied that the Convention met their needs; those who attended the Preconvention Institutes were the most positive. The exhibits met the practical needs of many.

The criticisms were relatively few. "Too many speeches scheduled at the same time" was listed frequently and was really more of an accolade than a criticism. There were criticisms of individual presentations, but there seemed to be less than the usual amount of complaining heard at the time of the conference.

The Dallas Convention

Twenty-seven committees prepared for the Dallas Convention. Local Arrangements people had made contact with Dorothy Kendall Bracken three years in advance of the meeting.

Since the Second Annual Convention in Milwaukee, Eileen Severson Sargent had served the Association as chairperson of exhibits. Her year-round work was far beyond the call of duty and the modest sum she received for expenses. The Board recognized her efforts in a resolution:

The Board of Directors of the International Reading Association commends Eileen Severson Sargent for her continuing labors with exhibitors at its conventions. Her efforts to bring new and existing reading materials to teachers have never gone unnoticed by the Board of Directors or by the many teachers who have profited from her work.

Several days prior to the Dallas Convention, the Southwest was hit by severe flooding. Leaders agonized over a possible debacle as far as attendance was concerned, and many of those who came by train and automobile wondered whether they could get through. Attendance was good in spite of the floods, but many did not feel safe after they arrived in Dallas. The Convention Center was next to the flood-wall; if the water had risen a few more inches, it would have washed over the wall and into the Center.

The program cover had a dramatic picture of Marshall Frederick's sculpture which appears over the entrance into the Dallas Public Library and represents the hand of God supporting youth reaching for learning through the medium of literature.

The first general session had a magnificent rostrum that only Dorothy Kendall Bracken could command. The honor platform guests constituted virtually the totality of a "Who's Who in Reading." It was a showcase of the reading superstars. If the floodwall had broken at that point, the reading field would have been wiped out.

President Bracken planned the overall program and President-Elect Dawson implemented it, as was the custom. The program was so large that it covered almost any aspect of reading anyone would care to name. Considerable interest was stirred in the reports of the national first grade reading studies. There were twenty-nine presenters on those studies alone, not counting the reactors and those who chaired the sessions. Multidisciplinary aspects of reading received remarkable attendance. Several sessions dealt with psychology and reading, perception, and neurological factors in reading disability. In these sessions, platform persons and most of the audience seemed to take a sensible look at these important areas, but to say that some sessions attracted people with extreme points of view is putting it mildly.

Throughout the year, much attention had gone to federal aid to education. A great number of people from the United States Office of Education attended the Convention, and Ralph C. Staiger chaired a session at which some of these representatives answered questions about federal opportunities for reading.

With President Lyndon Johnson in the White House and the IRA in Dallas there was only one choice for Thursday night dinner—a Texas barbecue. Thursday evening was the evening for literature, storytelling, creative dramatics, oral reading puppetry, and choral reading. The sessions were a delightful change of pace from the preceding day and the days to come.

At the Annual Banquet on Friday evening, the IRA addressed itself to Gertrude Whipple:

In recognition of the guidance and direction that she has given to the field of reading on the local, national, and international levels, the International Reading Association salutes Dr. Gertrude Whipple, patient teacher, understanding supervisor, competent director of language education, and unassuming professional leader.

Wilbur S. Ames was presented with an award for the dissertation of the year.

At the Book and Author Luncheon, author-illustrator Robert McCloskey spoke on the topic, "An Illustrator Looks at the Reading Picture." At that meeting, Edna Folz and the *Evansville Press* received the award for their outstanding series of articles on reading, "Reading Rates the News."

It was a year of tremendous growth and much innovation.

Dorothy Kendall Bracken was a sophisticated leader who handled difficult situations with seeming ease.

The Dawson Administration

Mildred A. Dawson took the IRA helm in 1966 with well laid plans in mind for the Association. President Dawson proved to be a no-nonsense leader who felt there was too much to be done to waste any time, effort, or money. It was said of her, "When Mildred Dawson chose 'Forging Ahead,' as the title of her Presidential Address, she meant it!" She had planned a great number of committees and gave each committee a number of charges. She was accustomed to working hard for IRA and expected others to do the same.

Dawson recalls that she had two goals that she sought to achieve during her administration and throughout her involvement with IRA. Her first ambition was to bring IRA to classroom teachers who, for the most part, are unable to get to national meetings. This she strove to accomplish through the development of regional conferences and the committee to prepare program materials for local councils. Her second ambition was to raise the level of publications.

H. Alan Robinson was president-elect in the new administration, and new Board members were Margaret Early, Theodore L. Harris, and Eve Malmquist. Then, as now, the Board met three times each year in sessions of two or three days and expenses were paid, but no honoraria were given.

Board members have always spent enormous amounts of time reading committee reports, examining committee projects, and making future plans for the Association. A Board member is elected for a three year term. Often, members or ex-members of the Board are elected to succeed to the presidency. When that happens, the person is called upon to give three more difficult and busy years to the Association.

A World Congress at Last

On August 8, 1966, the long-awaited First World Congress opened at UNESCO House in Paris with the theme, "Improving Reading Throughout the World." This meeting was the fulfillment of the long-cherished dream of several people and it was an exciting event for all who attended. It was truly an international gathering, attended by almost 500 persons representing 24 nations. At times during the planning, those in charge were uncertain about whether to expect 5 or 500 in attendance.

The program was under the general direction of Marion D. Jenkinson. Nila Banton Smith and Jenkinson were the first speakers of the Congress. Sectional meetings were held for the remainder of the

program. Simultaneous translations into English, French, and German were provided through the facilities of UNESCO. In informal and formal sessions, there was strong feeling and some argument about synthetic and analytic approaches to the teaching of reading. Informal discussions among persons having a command of several languages and a knowledge of reading instruction revealed a consensus that William S. Gray's UNESCO study had been entirely accurate with regard to the commonality of factors in reading.

The first evening, a beautiful reception was held in the UNESCO restaurant overlooking the Eiffel Tower and the streets of Paris. Obviously, reading people are incorrigible for many of them talked shop on the second evening during a dinner cruise on the Seine River.

Eve Malmquist presented to the conference his plans for World Congresses extending many years into the future. The next World Congress was scheduled for Copenhagen in 1968. Mogens Jansen, an amazing organizer, met with IRA officers to plan the Copenhagen meeting and completed the planning in half an hour.

With the close of the First World Congress and the plans made for others, the IRA had taken another giant step in the direction of being truly international. Those who attended left the conference feeling more optimistic about the importance of reading in their own countries and the cause of international cooperation. Paris was the site of IRA's first World Congress and was the headquarters for UNESCO; eventually, the IRA European office was established there.

International Developments

In other international dimensions, Organization Chairperson Henry A. Bamman reported that national affiliate charters had been granted for Denmark and Japan. Eve Malmquist encouraged the development of the Danish affiliate, and Ichiro K. Sakamoto was the leader in the development of the Japanese Society for the Science of Reading.

Past President Bracken had a most exciting trip as she journeyed through the Mediterranean area and Europe for the IRA. In fact, at one point, had she not changed a reservation by one day because of a party in her honor, she would have found herself flying squarely through the middle of the Six Days War. As it was, she and others flew out of the area with their backs to the pilot in a BOAC plane.

Bracken traveled to Greece, Israel, Turkey, Spain, Italy, and other areas encouraging those who were trying to start councils and national affiliates, and meeting with strategic educational leaders in areas where no council action had been initiated. In Istanbul, when it was discovered that the past president of the International Reading Association, an American, was arriving, she was met by Turkish

officials and American Armed Forces personnel. She was supplied with a guide car and chauffeur. Bracken found that, in most of the countries she visited, people were extremely impressed with such a title.

In Spain she met with people who were primarily concerned with literacy. Again, she was royally treated. She talked with a great number of officials and went to a radio station where she recorded a five-minute tape about IRA. A translation into Spanish was made on the same tape for broadcast by the station. Her host said he would see to it that the tape was sent to all Spanish speaking countries.

Study tours for the summer of 1967 covered a considerable portion of the globe. The Canadian-Alaskan-Oriental Tour group spent two days at the University of Alberta; one week in a reading workshop at the University of Alaska; and traveled widely in Canada, Japan, Formosa, Hong Kong, Manila, and Hawaii. Another group went to Ireland, Scotland, and England where they attended the United Kingdom Reading Conference at Nottingham. A third tour went to Italy, Switzerland, France, and to England for the conference. The fourth group traveled in Germany, Switzerland, France, the Netherlands, and to England where they, too, went to the conference.

The Danish Reading Teacher's Association issued a formal invitation for the IRA to hold the 1968 World Congress on Reading in Copenhagen. The Board accepted and provided the Danish group with \$1,000 for initial expenses and the publishing of a brochure to publicize the event.

A step of enormous consequence was taken at the suggestion of Eve Malmquist. The Board, not without a great deal of debate, decided to give permission to affiliates to translate IRA published materials and to publish them in their own journals without charge. Permission, in each case, had to be given by Headquarters and by the original author. Dawson pointed out in her Presidential Address that she did not expect such activities to be only one-way.

A Homesite

Leo Fay's Headquarters Committee and Roy Kress' Long Range Planning Committee repeatedly stressed the need for new facilities. Either vastly expanded space would have to be rented, or the Association would have to build itself a home. A suitable and available plot was located in Newark. The purchase was discussed informally, but no serious move was made.

Ralph C. Staiger took Nila Banton Smith to see the site. She was much impressed with this plot of ground on a low, sloping Delaware hill. Staiger pointed out the spot where the building could stand and Smith says that, in her mind, she pictured a building rising from that ground which would be worthy of the IRA membership. Staiger also

pointed out that the adjoining lot was for sale and that someday the organization might need it. Smith decided to offer the IRA the total \$40,000 required for the purchase of the two acres. Smith knew from past experience how painfully slow the Board could be in major decision making. This time she had the wherewithall to hurry it along; she placed a ninety-day option on the anonymous gift. The anonymity did not last long, however, for IRA leaders guessed almost immediately who had made the offer. Leo Fay pointed out that rental was already costing \$14,880 each year, and studies had indicated that in the near future, the Headquarters would need twice the area it now occupied. He also stated that building costs were bound to climb rapidly in the future. Fay urged the Board to examine the site and make its decision before the ninety-day option elapsed. The Board did so and decided to take an option to purchase the land. Much planning, working, and money raising had to be done, and years were to pass before the construction began, but on March 5, 1973, Nila Banton Smith returned to that spot of ground. This time she had a silver spade in her hand.

The Headquarters fund increased gradually but had a balance of only \$35,000. Fay said that \$45,000 would have to be raised in contributions before work could start on the building. The Board approved a membership fee structure that had the option of a \$2 contribution to the Headquarters Fund.

Program Aids

President Dawson was very interested in doing something to help councils located in remote areas. She knew that members of such councils often did not have the money to travel great distances to conferences or to have well-known speakers come to them. One of the things Dawson accomplished was to have Virginia Moore and Gilbert Schiffman head the Council Program Aids Committee. The committee prepared three program kits which contained a program guideline booklet; a tape with script; slides to accompany the tape; and selected bibliographies of filmstrips, tapes, and materials from periodicals. Henry A. Bamman, Olive S. Niles, and Russell G. Stauffer were the speakers on the three taped programs. The kits were prepared and made available to councils. Other such kits were planned.

The Development of Regionals

President Dawson was concerned that IRA might be growing out of touch with the membership with regard to the annual conferences. These meetings were obviously too far away for some people and had grown so large that many persons did not feel a part of them. Dawson and a number of others suggested that regional conferences be de-

veloped which would be smaller in terms of participants, close enough for classroom teachers and local administrators to attend, and which would give more persons opportunities to have places on IRA programs. President Dawson asked Amelia Melnik to chair a committee to develop regional meetings which would consist of conferences, institutes, and other programs and would have direct input from Headquarters. The Regionals were not to interfere with or duplicate the Annual Conference but were designed to supplement it.

Publications and Committee Activities

From December through March, the *Journal of Reading* was dominated by doctoral dissertation research compiled by Edward G. Summers and James Laffey.

The October 1966 *Reading Teacher* presented the remaining seven summary reports of the First Grade Studies and announced two editorial changes; Samuel Weintraub replaced Agatha Townsend as research editor, and Leo Fay replaced George D. Spache as book review editor. In the November issue, a new column was begun entitled "Literature for Children," and Dorothy Kendall Bracken was chosen as the editor for that column. In the January 1967 issue, President Dawson announced that, beginning with the October issue, Roy Kress and Marjorie S. Johnson would be the editors of *The Reading Teacher*, and Margaret Early and Harold L. Herber would be the new editors of the *Journal of Reading*. Early and Herber had asked that guest editors be responsible for the *Journal* until the January 1968 issue.

The summer issue of the *Reading Research Quarterly* presented the report by Guy L. Bond and Robert Dykstra which dealt with the Cooperative Research program in First Grade Reading Instruction. The fall issue listed Edward G. Summers as the only editor.

In the Dawson administration, a great many committees worked especially hard to finish publications they had started and to move new publications along as far as possible.

The History Committee, chaired by Helen M. Robinson, continued to collect information through the year 1956, organized the information, and submitted it to members and others for verification. The Committee on Teaching Reading to the Disadvantaged, chaired by Millard Black, initiated a new volume. The Volunteer Tutor Committee, headed by President-Elect Robinson, surveyed volunteer tutorial programs in four cities, recommended that IRA members assist in volunteer tutor programs on an individual basis, and initiated the *Handbook for Volunteer Tutors*. William K. Durr's Parents and Reading Committee completed its pamphlet, *Helping Your Child Grow in Reading*. The Membership Committee, chaired by Robert Kinder, produced a filmstrip-tape program "Convention: IRA" to be sent to

local and intermediate councils to stimulate convention attendance.

President Dawson was particularly interested in the production of a publication for administrators similar to the *National Society for the Study of Education Yearbook*. She asked Thorsten Carlson to chair the committee to develop negotiations with Harcourt, Brace and World to publish it.

The Television Committee set up plans for the distribution of the Edgar Bergen-Charlie McCarthy film to a number of councils and to local and national television. Discussions of a second film, one that would stress developmental rather than remedial reading, were initiated.

A number of other committees continued to work to further the interests of IRA. Many reported that they simply could not do all that President Dawson asked of them.

The Seattle Convention

Two months before undertaking the presidency, Mildred H. Dawson gave the overall designs for the Seattle Convention to the president-elect so that he could implement the program. President Dawson planned and arranged for the general sessions and President-Elect Robinson handled the others.

President Dawson was concerned that some presenters at the Annual Conference did not really have much to contribute that was useful. Some were prone to simply rehash that which everyone already knew, and others only aired their prejudices. The latter was particularly destructive, she believed, when it found its way into the *Proceedings* and became a part of the literature. Dawson reread the *Proceedings*, *The Reading Teacher*, the *Journal of Reading*, and other materials to see who was writing sensibly about what. Largely from these sources, she selected participants for the program.

Those who knew her were not surprised when she actively sought debate and controversy. Whereas some IRA leaders avoided controversy because they believed that it was best to avoid dissension, Dawson felt that controversy was healthy. The one issue that generated the most heat, and some light, was the ever-debatable individualized reading.

Seattle, the scene of an earlier World's Fair, offered IRA the fine facilities that had been built for the Fair. The Annual Convention had grown so large that, even in a former World's Fair city, hotel rooms became unavailable. Some persons had to stay twenty-five miles away at airport hotels and even though people traveled together as much as possible, cab fares were outrageous. Most IRA conferees, however, stayed in the downtown hotels and enjoyed the famous monorail ride to the Seattle Center for meetings and went to the top of the Space

Needle to dine on the fine salmon which city restaurants proudly feature.

Paul C. Berg headed a very fine set of programs in the Preconvention Institutes and Wallace Ramsey led the Ninth *Perspectives in Reading* Conference. Most of the topics had grown out of the year's work in committees and others reflected President Dawson's direct concerns.

Arnold Edinborough, president of Saturday Night Publications, Ltd. of Toronto, was the speaker at the first general session and more Canadians attended an IRA Convention than ever before. Earlier suggestions that the meeting be held in Canada could not be arranged; the Canadians' second suggestion that Seattle be chosen was enthusiastically accepted.

The challenge of the Texas barbecue from the year before was met by a Seattle potlatch, which included Indian ritual dances.

At the Fourth Annual Banquet on Friday night, Lucia Mouat and the *Christian Science Monitor* received the Annual News Award for an outstanding series of articles on reading. Jean E. Robertson received the Outstanding Dissertation Award. The Banquet was chosen as the time for the Association to state its enormous indebtedness to two of its journal editors. Of George B. Schick the Association stated:

Since its inception in 1957, George B. Schick has served as the editor of the Journal of Developmental Reading, a professional publication which made a unique contribution to the literature on reading improvement at secondary and college levels. When this journal became an International Reading Association publication in 1964, Dr. Schick continued his tireless efforts in this journalistic medium. Under his leadership, the Journal of Reading, as it is now known, has faithfully presented the best of the research reports, new developments and trends, and reviews of recent books and instructional materials. The International Reading Association salutes George B. Schick, editor, writer, and innovator for an outstanding contribution to his chosen field.

The award to Russell G. Stauffer said of his contribution:

In February 1958, Russell G. Stauffer became editor of The Reading Teacher. For the past nine years, he has labored diligently to make, in his own words, "each issue discerningly accurate, well-rendered and enjoined in meaning with the needs and expectations of reading teachers everywhere." Under Dr. Stauffer's editorship, The Reading Teacher has become one of the most widely read professional magazines at the elementary level. It is not only a practical help to the classroom teacher but also serves as a vehicle for reporting significant research and promising innovations in reading. The International Reading

Association salutes Russell G. Stauffer for distinguished service as author, editor, and teacher.

In presenting the Citation of Merit to Constance M. McCullough, Ruth Strang read of McCullough:

In recognition of her exceptional qualities of mind and heart and the ever-widening circles of her influence on the reading and thinking of children in our own and other lands, the International Reading Association salutes Dr. Constance M. McCullough, gifted and creative teacher, lecturer, writer, and warmly human and humane personality.

Entertainer Edgar Bergen was remembered for the IRA film in which he was featured. A Special Service Award was presented. It stated:

The International Reading Association salutes Edgar Bergen for his unselfish service to children and teachers. This SPECIAL SERVICE AWARD is presented in recognition of his generous gift to the Association of his professional talents, by which he skillfully and appealingly depicted the difficulties of a retarded reader through Charlie McCarthy.

The list of presenters alone required three full pages in the program. Presentations on federal projects were numerous. Reports on the Convention indicated that, in line with President Dawson's plans, more information and less personal opinion were presented. Nine major organizations came to the Convention to cosponsor sessions. A great many live demonstrations, films, and illustrated lectures were featured.

The Board had recommended a raise in annual dues to \$8. The Delegates Assembly thoroughly discussed the question and ended with a compromise raise to \$7.

President Dawson had dedicated herself to the Association and its goals and had asked the other leaders to do the same. In her Presidential Address she called on all IRA members.

Do something about matters that need attention, not in a combative way but in a way likely to get smoothly functioning action. . . . Help IRA to reach out into every school in an enlightening, stimulating, constructive way. Help it to span the earth in a fight on illiteracy and in programs that feature cooperation and mutual understanding and assistance.

As the Convention closed, Dawson could look back over her term of office and note that, for the most part, she had succeeded in what she set out to do.

Chapter Nine

Restraint and a Search for Financial Stability

H. Alan Robinson had been a loyal and effective worker and leader in the organization from his student days when he distributed leaflets in Atlantic City to advertise the infant ICIM.

When he became president, Robinson felt that the year of his administration should be one of taking stock. Vast growth had taken place in the previous two years and a tremendous number of innovations had been made in the basic fabric and activities of the organization. The General Assembly had not approved the needed increase in dues to sustain all the projects that had been originated, much less the money to initiate new ones. Furthermore, the Association had committed itself to a very expensive building program. President Lyndon Johnson had noted the declining value of the American dollar and the country's unfavorable balance of trade. The Johnson administration started cutbacks on federal aid to education, and the President appeared on television to ask Americans to retain their money in their own country rather than spend or send it abroad.

For all these reasons, President Robinson argued for conservative policies and plans for the Association. He felt it was time to delete non-essentials, consolidate gains that had been made, and rescue needed projects that were floundering. Of course, some new projects and programs would be initiated, but the number was to be limited.

International Activities and American Balance of Trade Problems

New Board members for the year were Millard H. Black, Amelia Melnik, and Virginia D. Yates. Basically, the Board was in agreement that the Association could overextend itself if it did not proceed carefully. The Board also was made up of enough American patriots that when the President of the country asked that money be kept at home, IRA Board members would try to comply.

These new developments had immediate ramifications for the future of World Congresses. The First World Congress had cost the Association a good deal of money, especially for the simultaneous translations of speeches. The published Paris Proceedings was not

selling well. More than a few members questioned the use of IRA funds for the first Congress and were certainly opposed to spending more. President Robinson asked whether, in view of recent developments, the Board wanted to reassess its plans and cancel the Second Congress or plan a smaller one.

Eve Malmquist could sympathize with the American position, but he and others felt that to forego the congresses would be to lose an unparalleled opportunity for service to the world community and would deny the Association one of its most important dimensions of internationalism. Malmquist reported that committees had been at work on the Congress for eight months. Many participants had accepted invitations and expected to pay their own way. Others had accepted with the condition that IRA pay their expenses. Many long term IRA members, who had always paid their own expenses and given generously of their time and money to the Association, were troubled by the number of speakers who expected IRA to pick up their tab. In a true case of need, no objection was raised, but veteran supporters of the Association wanted assurance that invited congress participants were not taking unfair advantage.

Malmquist suggested a smaller Congress than was originally planned, with a reduction in the number of speakers. The Board decided to proceed with the Congress but asked that every effort be made to reduce costs and specified that participants be notified that IRA would not bear their expenses. Malmquist and Dorothy Kendall Bracken were in charge of the program.

During the year, on his way to a UNESCO meeting in Accra, Secretary Staiger went to Copenhagen to make further arrangements for the Congress. In Accra, the Board cancelled plans to work with UNESCO on a reading textbook library and brochure translations. The IRA was nominated for the Reza Phlavi Prize for 1968, a prize awarded by UNESCO for meritorious work in the area of literacy.

The Israel Reading Association and the Norwegian Reading Association were accepted as national affiliates during the year, adding to those affiliates already existing in Denmark, France, Japan, Nigeria, Sierra Leone, Sweden, and the United Kingdom.

Stephen Brockett became president of the Auckland Council, and it was he who did the most to help New Zealand's secondary school teachers to become more involved in the activities of IRA. The five-year-old Auckland Council had 100 members. New Zealand's second council, the Wellington Council, was founded in February 1968, chiefly as a result of the enthusiasm and initiative of Ruth Trevor and Arthur Fieldhouse, the first president.

The Past President Is Asked to Travel Widely

Past President Mildred Dawson was asked by the Association to

travel to a number of areas to assist organization chairpersons and help organize local councils and national affiliates. She set out for New Zealand, traveling alone, and reported that she was scared to death. Many of her closest friends are in the Association and those who had seen her tackle the problems of the Association and the reading community report that they find it difficult to imagine her being afraid of anything. Dawson was met in Auckland by Ruth Trevor of the New Zealand Department of Education who took her to visit schools and colleges. Several times Dawson was called upon to make speeches, and she found the New Zealanders eager for information and ideas that would enhance their reading programs. She found that Ruth Trevor and others had provided the necessary leadership that resulted in some splendid reading programs in New Zealand, especially in the Christchurch area.

In her travels in Western Australia, Dawson was surprised and gratified to see the widespread use of individualized instruction. She found these teachers doing so many interesting things that she encouraged them to write for the professional journals.

In Melbourne, Dawson met with a new organization concerned with research in education throughout Australia. The members questioned her in depth in their desire to learn as much as they could. There was only one member of IRA in Melbourne. Like so many persons in the United States and Canada, she had joined because of *The Reading Teacher*.

Adelaide had one member fewer than Melbourne, but apparently considerable interest was stirred by Dawson's visit. Educators were eager to know about education elsewhere and sought the advice of the past president of IRA. Teachers and librarians left their jobs to bid her good-bye at the airport.

In Sydney, an elegant reception was held for the traveler and the hosts and hostesses for the reception ordered a corsage for her. They were somewhat chagrined when a wreath arrived.

Dawson reports that her travels in Australia and New Zealand were highly exciting in terms of the warm and friendly people she met and the professional and competent educators with whom she worked. When she arrived in Hong Kong, the excitement took a different turn. A bomb had exploded on the floor below her room in the hotel and, during her stay in Hong Kong, a ferry was blown up and two bombs were discovered in the airport.

Dawson visited the University and talked to people in the reading field but could not muster much interest in IRA. Apparently, in such troubled times, the people of Hong Kong had more immediate concerns than that of founding an affiliate of IRA.

There were other IRA people traveling during the year. Chairperson Bracken's Educational Tours Committee arranged six tours to Europe. Two hundred reading persons saw the sights of Europe,

visited schools and other educators, and attended the World Congress in Copenhagen.

Some feeling had arisen that Canadian needs were not being adequately met by the Association. Many Canadians felt that Canada would do better if it pulled out of the IRA mainstream and formed its own reading association. A referendum was held to determine the future direction of Canadian membership. President Robinson traveled to Canada to discuss the relationship between IRA and Canadian members and leaders. He also discussed and aided in council organization activities. Robinson visited IRA members in Toronto, Regina, Vancouver, Victoria, and Calgary. Robinson felt that since Canada had only twelve councils scattered over the enormous expanse of the country, it would be best for them to remain in the IRA mainstream.

Some states within the United States were becoming powerful forces within the IRA. California, which now had forty-three councils, prepared its first position paper. The Board studied the paper and commended California for taking the lead in that kind of activity. New York had thirty-six councils at the year's end; Indiana had thirty-four; Florida had twenty-two; and Michigan had twenty-one. Only Vermont, where the independent New England Reading Association was still strong, had no councils. There were twenty-seven state and regional councils. The IRA had a total of 550 councils operating around the world.

Membership and Money

Money matters were an important concern during the Robinson administration. One example was the membership/subscription dues which recently had been increased. A one year membership with one journal had been set at \$7, three year memberships were \$19, and a one year comprehensive membership was \$30. Several other subscription/membership combinations were possible and similarly priced. The growth and development of the Association were so rapid that pricing the life memberships became a problem. It was decided that IRA members would receive a 25 percent discount on their orders for new publications. About 50 percent of the Association's income was from memberships and subscriptions. With the new changes in rates, memberships and subscriptions tapered off. Except for the *Reading Research Quarterly* and the *Proceedings*, publications were generally profit items.

William D. Sheldon was asked to chair the Headquarters Fund Raising Committee and he mobilized efforts in every way that was not at odds with the dignity of the Association. He set a goal of \$340,000 by the year 1970. He and his committee set up procedures for soliciting donations from benefactors who might be willing to give large amounts. Today in the entrance to the Headquarters building there are

several names in bronze. These are the persons who either contributed \$1,000 or were honored with a \$1,000 contribution in their name. Also recorded there in bronze are the many more who, within a three year period, gave \$100 or more. The committee planned ways to reach individuals who could make small contributions. Local and state councils were asked to contribute and the publishing industry was approached as well. Since the publishing people had supported the IRA in the past, it was assumed that they would contribute generously to the building fund. "In honor of" and "In memoriam" contributions were to be accepted and recorded. Pledges and money received reached \$60,501.04 by the end of the year and the drive was accelerating.

The Budget Committee balanced the budget by reducing committee expenses, the committee contingency fund, the reserve building fund, and the surplus. The total reduction was \$29,600 but the savings would not enable the organization to meet all future needs.

Small steps were taken to help the financial situation, such as a decision to include advertisements in the Annual Convention program to help pay for its printing costs.

Theodore L. Harris, the new chairperson of the Headquarters Committee, reported that his committee had studied the question of an architect and recommended that Richard Phillips Fox, Inc. be hired for the planning and construction of the new Headquarters building. Designs and layouts were continually examined and revised during the year. It was decided by the Board that, in view of rising costs, the building program had to be accelerated. Legal questions were resolved, mortgage rates were investigated, and every reasonable step taken to get the Headquarters building under way. The committee also recommended that Headquarters convert to the use of IBM 360/20 computer programming to achieve greater efficiency in its operations.

Publications

The IRA became involved again in the publication of a newsletter. This time the Board authorized six yearly issues of *Reading Today* which were to be sent to all members.

The Abstracts and Information Retrieval Committee completed its "Twenty-Year Annotated Index to *The Reading Teacher*." It was made available through the ERIC/CRIER system.

The *Proceedings* involved so many presentations it was published in four parts at a very high cost. As a result, it was planned that papers at the Kansas City Convention in 1969 would be prepared in abstract and made available to people as they registered.

The October issue of *The Reading Teacher* was the first under the editorship of Marjorie S. Johnson and Roy Kress. Both had worked on the journal, with Johnson as editor, in the days when it was mimeographed and sent out from the Temple Lab School. The October issue

had a new look; it had a tan and brown cover, and single column print replaced the old double column format. There was pressure to change the journal in format and to popularize the content. The new editors felt the journal should remain sober, dignified, and reasonably scholarly. They did not want *The Reading Teacher* to become a "slick" publication.

In January, Larry A. Harris began his ERIC/CRIER column in which he reported the research and services available through the retrieval system. In the April issue, President Robinson saluted Ralph C. Staiger for his outstanding contribution to IRA as executive secretary-treasurer over the preceding six years.

The new editors of *The Reading Teacher* found themselves with a grueling schedule. Each issue of the journal required three months' production time; thus, the editors had to work with three issues at once, each in a different stage: 1) manuscript selection and copyediting stage, 2) galley proofreading stage, and 3) page makeup stage. Many manuscripts were submitted for possible publication and the editors read them on planes, in faculty meetings, and at mealtimes.

The Board gratefully acknowledged the invaluable work of Edward G. Summers as editor of the *Reading Research Quarterly* and asked him to accept reappointment. Roger Farr was asked to assume the position of associate editor.

Twenty-three new or revised publications were released during the year and three new Council Program Aids Kits were produced. The first *Annual Report* to be printed was released in September. The *Report* is now a regular publication of the Association and summarizes the activities of the year.

In Memoriam

President Robinson appointed an ad hoc Committee for Memorial Tributes to help make plans for the IRA to pay tribute to deceased leaders for outstanding professional contributions to education and to the Association. State chairpersons were asked to notify Headquarters of the death of anyone who should be so recognized. Announcements of the death of outstanding leaders identified by the Executive Committee would then be made in IRA journals. State chairpersons and past Board members would be memorialized in the *Annual Report* or the Convention program. The Necrology of the 1967-1968 *Annual Report* listed Sister M. Fridian, Charles Carpenter Fries, Jack Holmes, Ernest Horn, Leonard Joll, Hunter R. Romaine, and Henry P. Smith.

Wide Ranging Committee Activities

The Educational Television Committee added a seventeen-minute commentary to the Edgar Bergen-Charlie McCarthy film to

allow it to fill a thirty-minute program slot. The film was widely circulated and televised in forty-one states and Canada.

James M. McCallister, chairperson of the History Committee, reported that committee members collected materials, analyzed documents, and recorded chronologies of significant historical events for 1967-1968 and also wrote materials covering the years from 1956 through 1962.

The Long Range Planning Committee set the period up to 1980 for its considerations. Chairperson Nila Banton Smith contacted other committees and invited them to work with the long range plans. Smith traveled to eight cities meeting with the chairpersons of other committees to discuss the future of IRA. A massive report was initiated by Smith which was to be reviewed by the Board, circulated to IRA members, used by the Association, and eventually placed in the Headquarters archives.

Albert Kingston's Organization Committee concentrated on the activities of local and state councils and sought means of adequately recognizing state chairpersons and improving communications between these representatives and Headquarters. Renewed interest in a newsletter to members came partially from these deliberations. Much of the committee's work load was reduced by the efficient and effective work of Ronald W. Mitchell. Mitchell asked that Board members who would be willing to contribute to local programs send him itineraries since Headquarters regularly received requests for speakers and other council assistance. Many Board members gave generously of their time without compensation. Today Board members still frequently act in this capacity, but now the Association provides a modest sum of money for their expenses.

On one occasion, President Robinson found himself in a situation resembling a bad dream. He had accepted an invitation to address a state council meeting after a short correspondence with one person who agreed to meet him at the airport. To Robinson's surprise, no one met his plane and he had no telephone listing for his original contact. Here he was in a strange city prepared to give a speech. He had no hotel reservation, no contact person, and did not know where the speech was to be given. Robinson finally gave up and checked into a nearby hotel. He went downstairs the next morning to have breakfast at the moment his speech was to have begun. As he started through the lobby, he felt a hand on his shoulder and heard a cheerful voice say, "So glad you could make it; your speech is scheduled for the conference room."

On another occasion, President Robinson traveled to Texas to deliver a major speech. His wife, Ann Robinson, who is a recognized educator herself, was invited to sit at the head table during the dinner meeting. As the introductions began, the person who was to introduce President Robinson turned first to Ann Robinson and said, half to her

and half to the audience, "We have with us this evening an illustrious scholar and reading authority, but it is her husband who is our speaker for the evening." Alan and Ann Robinson were both stunned for the moment but they soon realized that someone who knew Helen M. Robinson's fine writings had jumped to a rather startling conclusion.

President Robinson had long been concerned with the question of linguistics and reading. Priscilla Tyler and others had expended much time and effort to bring linguistics into the mainstream of reading education. However, reading persons soon found that linguists talked to one another much better than they talked to others. Kenneth Goodman asked Robinson why he could not appoint a committee on psycholinguistics and reading. Robinson replied, "No reason. You will be chairman." A preconvention institute held at the Boston Annual Convention eventually resulted in an IRA publication. Seminars also were planned for Chicago, New Orleans, Toronto, and Los Angeles. They were designed to clarify psycholinguistics and reading and to bring contributions of linguists into the field of reading.

The Studies and Research Committee planned a research symposium for the Boston Convention and recommended that IRA employ a research coordinator for the Headquarters staff. This appointment was destined to be delayed for years. Regional institutes were recommended to help translate research findings into practical classroom operations.

The Professional Standards and Ethics Committee brought up to date the Association's position on the role and preparation of the reading specialist, an age-old question for the Association. Their work was published as the "Roles, Responsibilities, and Qualifications of Reading Specialists." The Board asked that the following statement be included: "Breaches of the code of ethics shall be referred to the committee for an impartial investigation and recommendations to the Board." The committee produced a highly practical work, a "Directory of Colleges and Universities Offering Graduate Programs for the Preparation of Reading Specialists." Revisions of that publication continue in the Association today.

Donald L. Cleland's Bylaws Committee prepared three bylaw changes that were accepted by the Assembly. One dealt with technical matters concerning the executive secretary-treasurer; one changed the status of certain committees and commissions; and the third stated that each officer would assume the duties of his office at the final session of the annual conference instead of the first day of the fiscal year.

There were many other committees diligently working on their charges during the year. A significant number of committees completed or planned *Perspectives in Reading* conferences that were to result in publications.

President Robinson did the initial planning of the program for the Annual Conference and Ronald W. Mitchell handled the logistics.

President-Elect Fay did the final planning and implementation of the program. Fay named the specific topics and most of the speakers. Mitchell's office sent out the invitations and kept track of rejections, acceptances, and cancellations.

Even though Mitchell took over many of the convention operations, Local Chairperson Leo F. Hanley still had to direct the efforts of more than twenty local committees. All five Preconvention Institutes were filled weeks before the meeting.

As people poured into Boston, the hotels overflowed. Apparently, two hotels oversold rooms and registered IMA conferees could not be placed. More than a few angry individuals stormed about the lobbies; the weather was cold, and many delegates from the South and Southwest did not come adequately prepared. It was this author's first visit to Boston, but he soon learned he was in a cradle of the American Revolution. At breakfast, the waitress took his order for coffee and a toasted English muffin. The waitress poured the coffee and yelled to the cook, "Burn the British!"

Arthur I. Gates delivered the opening address, "The Tides of Time." At the close of the speech, Gates was given a standing ovation.

The Delegates Assembly was a bit more exciting than usual. During the year, Morton Botel's Resolutions Committee had an easy time of it and even questioned whether there was anything for them to do. Leo Fay threw them a hot potato when he suggested they consider endorsing the Joint Executive Board Statement of the American Academy of Pediatrics and the American Academy of Neurology on the Doman-Delacato Treatment of Neurologically Handicapped Children. The committee recommended endorsement to the Delegates Assembly.

Joint Executive Board Statement
American Academy of Pediatrics and
American Academy of Neurology
Doman-Delacato Treatment of Neurologically
Handicapped Children

During the past few years, many articles have appeared in lay newspapers and magazines throughout the country, some claiming success, regarding methods for treatment of "brain damaged children" conducted by the Institute for the Achievement of Human Potential located in Philadelphia.

The Institute's program, and the methods utilized in the program, are described in an article by R. J. Doman, et al., which appeared in the September 17, 1960 issue of the *Journal of the American Medical Association* (174 JAMA 257). The article points out that the preliminary results of the study were found encouraging.

With the exception of this article, as far as we know, the scientific press has been silent.

The widespread publicity generated by the Doman-Delacato program

and requests for an evaluation of the program have prompted this joint statement from the American Academy of Pediatrics and the American Academy of Neurology.

STUDIES NOT AVAILABLE

To our knowledge, no controlled studies are available to support the greater value claimed for the program as compared with conventional treatment of the neurologically handicapped child. Without such studies, a medically acceptable evaluation is not thought possible.

However, because of the demanding nature of the program and its seemingly unreserved promise of benefit, it is important that some preliminary opinion be passed which may be of assistance to our members pending a more definitive and accurate appraisal, now long overdue. In our judgment, there are several factors to be noted:

First, varying degrees of progress are made in the handicapped from maturation. In addition, individual attention and care, and physiotherapy techniques offer some benefits (though quite limited in many cases). Some of the improvements noted in Doman-Delacato treated cases may accrue from these factors.

Second, physicians should be aware of the sacrifices which a family must make in order to participate in this program. Success or failure largely devolves on parents to follow a regimen which, if taken literally, is extremely demanding. Failure, therefore, may implicate parents in the ultimate outcome. The demands on the family to sacrifice untold time and energy and to create obligations on volunteer assistants, not to mention cost and transportation burdens, are factors to be weighed particularly when the point is made that "nothing to date has helped and if it can do no harm, let's give it a try."

EVALUATION NEEDED

Third, more than five years have passed since the publication of the preliminary results of the studies of the program. Granted, the necessary controlled studies are fraught with great difficulty. Matching cases at the outset of treatment is open to considerable error. Controlling variables likely to affect the outcome in some way is extremely difficult. Recording data uniformly, and judging outcome as it pertains to the host of phenomena involved, presents a challenge to the serious investigator. But whatever the reason, the absence of an acceptable evaluation of the program after such a period of time is a disservice to the program if, in fact, it is responsible for the successes claimed for it.

Fourth, individual members report they have been informed of cases in which the Doman-Delacato program appears not to have helped the patient.

The Executive Boards of the American Academy of Pediatrics and the American Academy of Neurology, acting jointly, feel, therefore, that physicians should make their decisions and recommendations for management of the neurologically handicapped child on the basis that there is as yet no firm evidence substantiating the claims made for the Doman-

Delacato methods and program. What is needed are well-controlled studies by recognized experts.

The resolution passed after some rather heated exchanges had taken place.

The Resolutions Committee had also considered a strong resolution concerning a well-known speed reading program but delayed action to gather more data. In the Delegates Assembly, Morton Botel proposed a resolution addressed to President Lyndon Johnson and leaders of the United States Congress requesting them not to make the proposed cut of 53 percent in the Title II funds of the Elementary and Secondary Education Act. The resolution passed.

Convention Activities

For some time, IRA leaders had been concerned that the needs of special interest groups were not being met and special interest leaders were not being recognized or listened to. Too many persons were fearful of splintering the organization if efforts were made to emphasize the special groups. An attempt was made at the Convention to arrange several luncheons for these different groups but only one such luncheon materialized—the Luncheon for College Teachers of Reading.

Criticisms of past conferences indicated that several nationally recognized speakers sometimes were scheduled at the same time. Reports showed that one important reason conferees came to the Convention was to see and hear the well-known leaders. Distinguished Leaders Addresses were scheduled at different times throughout the Convention and featured the following speakers: Helen M. Robinson, William D. Sheldon, George D. Spache, Guy L. Bond, Paul A. Witty, and Ruth Strickland. Constance M. McCullough, Leo Fay, and Nila Banton Smith addressed the general sessions.

Cosponsored meetings also were scheduled throughout the Convention. The Association held nine of these sessions during the year and nine others at the Convention.

At the Annual Banquet, Jack McCurdy and the *Los Angeles Times* received the Award for Outstanding News Reporting in Reading. Anne O. Stemmler received the Award for the Outstanding Dissertation in Reading.

The Association paid tribute to one of its most loyal and dedicated leaders:

In recognition of his research and scholarly publications, his inspired teaching and his devoted service to IRA and its two parent organizations, the International Reading Association salutes Albert J. Harris, outstanding leader in the field of reading.

The founder of the Book and Author Luncheon was the speaker at that Luncheon. Nancy Larrick talked about "Children and Poetry,"

two subjects dear to her. At the Book and Author Luncheon, H. Alan Robinson handed the gavel to Leo Fay and ended his highly successful term.

The Fay Administration

The Association owes much of its financial success to the administrative and financial acumen of Leo Fay. When the Fay administration took office, many Association functions still operated in the red in spite of the fiscal restraints of the preceding administration. Membership dues were \$7 and each membership cost the Association \$8.13 in services rendered. Only the Convention kept the organization afloat.

William K. Durr, Mildred H. Freeman, and Ethel M. King were new to the Board that year. IRA has chosen Board members wisely over the years, and elected professionals have consistently been strong individuals with minds of their own. In no administration has the IRA Board become a rubber stamp for the president or for Headquarters. Although Fay was one of the stronger Association presidents, even he did not always get what he wanted from the Board.

Financial Questions

President Fay and others held that the quest for financial stability required an increase in membership dues and subscription rates. Fay pointed out that a drop in membership always occurs when dues are raised. He argued that the raise should be a substantial one that would enable the Association to carry out its responsibilities and achieve fiscal stability without having to ask for another raise for a number of years. He stated that if the leaders asked for a small raise now the Association would not gain ground but would only hold its own. A small raise would still cause the IRA to lose members, and another raise would have to be requested a year or two later which again would cause a loss of members. Fay urged that the Board decide on a raise, announce the impending hike at the Delegates Assembly, spend the next year mobilizing support for the raise, and vote at Delegates Assembly the following year. The plan was generally followed. The Board argued for hours about the proposed rate hike, but the intensity of the argument was not in the same league with the one destined for the floor of the Delegates Assembly.

While he was president-elect, Fay urged that the Association develop a contingency fund of 10 percent within a minimum of five years and that the Board should set a policy of assigning Headquarters overhead to the pricing of publications and materials. He felt that not to do so was just not good business practice. At the Board meeting during the Boston Convention, the Board set those policies.

It is easy to understand that an Association made up largely of highly altruistic individuals might neglect attention to money matters. As a matter of fact, IRA's search for fiscal stability brought considerable criticism from leaders and members who believed the Association had become too concerned about these matters.

In earlier days, financial difficulties had hit the organization and its precursors and further crunches were yet to come. It is a good thing that Fay and others put the financial house in order when they did. Today, IRA is fortunately among the few educational organizations not in real financial difficulties.

One IRA financial concern was that of raising money for the new Headquarters building. Everyone wanted the new Headquarters to be built as soon as possible. William D. Sheldon set out to get the project rolling and asked that awards be given to the ten councils contributing the largest amounts to the Building Fund. He felt that councils would be the primary source of money for the new building and that ways would have to be found to stimulate and recognize their contributions. Councils contributed more than \$21,000 during the year. Sheldon asked that councils be given guidance in appropriate ways of raising money and reported that Minnesota had raised \$2,000 by holding a one-day reading conference.

Several individuals made major contributions. Sheldon reported that \$68,811.77 was contributed by twelve individuals, a sum almost as great as all other individual contributions put together. A brochure was prepared on the Building Fund that asked for an average contribution of \$25 from each member. Although some contributions were made by publishing houses, Sheldon was decidedly unhappy that the publishing industry was not more responsive. It was pointed out that many of the houses made their greatest profits on their reading series, yet only fourteen publishers and printers had made any contribution and that total was only \$2,950. The committee estimated that \$50,000 could be raised from that source. In March, the Fund contained \$142,063.43 with more than \$200,000 yet to be raised before construction could start. Loans had been investigated, but that idea was discarded after interest rates were examined. Obviously, additional steps would have to be taken and the date of beginning construction had to be pushed back until a larger down payment could be procured. Meanwhile, Theodore L. Harris and his Headquarters Committee suggested getting an extension on the lease of the present Headquarters building.

The 1968 World Congress

On the international scene, it was "wonderful, wonderful Copenhagen" to the 1,200 delegates from twenty-four nations who attended

the Second World Congress on Reading in August 1968.

Dorothy Kendall Bracken and Eve Malmquist were the champions of the world congresses and had been instrumental in saving the Second Congress from cancellation because of the American balance of trade problems. They knew that if the Second Congress were not successful the fate of world congresses would be sealed. They set out to make it successful.

Heavy responsibility fell on the Danish National Association of Reading Teachers, and they met those responsibilities admirably. The Board had made it clear that little money would be forthcoming, so the host organization relied on volunteer services and its own resources. The meetings were held in Falkoner Centret and the Danish International Student Association handled the arrangements.

Eve Malmquist delivered a speech reflecting the congress theme, "Reading: A Human Right and A Human Problem." This speech served as the basis for resolutions concerning world literacy passed by the delegates. Later the IRA Resolutions Committee and the Board endorsed the resolutions and presented them to the Assembly.

Delegates were treated to receptions in the City Hall of Copenhagen and the City Hall of Fredriksburg.

The Congress was in the capable hands of Cochairpersons Eve Malmquist and Dorothy Kendall Bracken, who kept the program relatively simple in design with eight general sessions and forty-one sectional meetings. The IRA gave its First International Award in Reading to one of the pioneers of the field, Arthur I. Gates:

THE FIRST INTERNATIONAL AWARD IN READING

Honors

ARTHUR I. GATES

for his distinguished service as psychologist, author, test-maker, and teacher begun half a century ago. Results of his research have influenced and improved instruction for generations of children throughout the world. His respect for students has encouraged many to seek knowledge and to serve children, thereby extending his influence far beyond the reach of one man. His ability to ask the perceptive question, to withhold judgment until all arguments are heard, and to place ideas in perspective has been a stabilizing influence on psychology and education. Above all, his generosity, kindness, and humanity have endeared him to all who know him.

Gates' acceptance speech, "Reflection and Return," was one of the outstanding events at the Congress.

Papers from the Congress were edited by Ralph C. Staiger and

Oliver Andresen and published in *Reading: A Human Right and A Human Problem*.

After the Congress, some delegates apparently came to accept the IRA as truly international rather than, as some suspected, just a vehicle for United States influence. This easing of suspicions was due in part to the careful cultivation by Ralph C. Staiger and Eve Malmquist of IRA's relationship with national affiliates and UNESCO.

International Affairs

International Affairs Chairperson Henry A. Bamman reported work on councils in the Netherlands and Spain. At the Congress in Copenhagen, he met with the representatives of Turkey, Finland, and Austria who were interested in forming councils. At the end of the year, there were fifteen councils in countries other than Canada and the United States. Bamman requested a systematic budget for international development. The previous year's cutback in funds created a difficult and unstable situation for those trying to extend international affairs.

It was repeatedly pointed out that the Association had never elected a Board representative from any nation other than the United States and Canada and there appeared to be little promise that anyone outside those two countries would be elected to the Board for some time to come. A decision was made to invite an overseas representative to attend Board meetings with all privileges except the vote. Eve Malmquist was that representative for several years.

Malmquist proposed seven actions the Board could take to enhance international development: 1) publicize the importance of the development of reading ability in various countries throughout the world in connection with world literacy day each year on September 8; 2) establish a library at Headquarters consisting of instructional materials, research reports, and publications in reading published by various companies and agencies throughout the world with a priority given to the collection of research; 3) explore the possibility of arranging a Third World Congress on Reading in Australia in connection with the World Confederation of Organizations of the Teaching Profession Assembly in 1970; 4) establish an international office of IRA in England by January 1, 1970; 5) contact UNESCO in Paris to discuss with the director of Adult Basic Education the resolution accepted by the World Congress in Copenhagen and by the Board of Directors of IRA to discuss the best ways of activating this plan for a worldwide campaign against illiteracy; 6) send a proposal to the Kennedy Foundation to support a \$50,000 reading prize for an outstanding contribution to the improvement of reading ability throughout the world; and 7) suggest to the Nobel Peace Prize Committee in Sweden that a Nobel Prize in reading be considered. The Board accepted the proposals and they

were all more or less carried out, although the Kennedy Foundation, UNESCO, and the Nobel Peace Prize representatives apparently did not respond to the suggestions with enthusiasm. The European Office did eventually locate in France rather than in England.

The ambitions of the International Affairs Committee were not modest. They suggested an assistant executive-secretary for the European area, closer work with other worldwide organizations in education, an organization chairperson in each affiliate with his or her own organization committee, and a study of the feasibility of an IAA representative in each country of the world. Not all suggestions were implemented.

President Fay was aware that committee appointments were for one year only. He felt that Dorothy Kendall Bracken's qualifications for heading the Studytours were unparalleled. Thinking it would be a big mistake for some future president to appoint anyone else, Fay had the position taken out of the regular committee structure and the world traveler became Educational Tours Coordinator Bracken. Bracken planned four tours for Summer 1969: Maine and the eastern provinces of Canada, the northwest coastal states and provinces, and the southwestern United States and Mexico. All these travels were in connection with workshops in reading education. Bracken had planned another tour for South America but, because of President Lyndon Johnson's request that foreign travel be curtailed, the Board insisted that the tours be limited to the North American continent. The Studytours were much less popular in 1969 because of that restriction.

During the year, Past President Robinson attended the World Congress in Copenhagen, the World Confederation of Organizations of the Teaching Profession in Dublin, and the Conference of the United Kingdom Reading Association in Scotland. He chaired the ad hoc committee to explore the implementation of the resolutions passed at the World Congress. He reported that he was unable to establish contacts with UNESCO to mount a worldwide literacy campaign.

Membership as a Priority

President Fay set an increase in membership as a priority in his administration and urged that those responsible for organization and membership raise the membership by 6 percent during the year. Everyone knew that, ultimately, membership gain depended on the establishment of new councils and the Association made a whopping gain of 18 percent in the number of chartered councils. The membership gain during the year was 4 percent rather than 6, but the gain in councils meant future gains in membership.

In countries other than the United States and Canada, the number of members and subscribers reached 688.

Ethel King was given overall responsibility for Canadian member-

ship and council development. She pushed the total number of councils up to thirty-two. Ontario led the other provinces with sixteen councils.

For the first time in the history of the IRA, children applied for membership. A group of gifted children, calling themselves the Streamlined Readers of the Carmel Unified School District, submitted evidence that they had improved their reading remarkably, tutored poor readers, and examined textbooks presented for state adoption. They requested a junior membership in IRA and the Board appointed the Ad Hoc Committee on Streamlined Readers. A specially prepared honorary one-year charter was granted and was accompanied by a letter from President Fay commending the group for their efforts. Secretary Staiger presented the charter to the children and their teacher, Jo Brazell.

At the end of the year, there were 605 local councils and 33 state councils in the United States. Much of the credit for growth goes to Jack Humphrey who directed council organization. Humphrey edited the *Newsletter to Council Leaders* and the *Newsletter for State Chairmen*. *Reading Today* was edited by Ralph C. Staiger, with no mention of name. Subsequent issues have been edited by public information officers at Headquarters.

The IRA *Directory* was published and sent to each council. It contained the names, IRA position held, and complete addresses of thousands of IRA persons, including the officers of local councils. The publication was a great help in facilitating communication within the Association.

Albert J. Kingston's Membership and Organization Committee recommended that free honorary membership in IRA be given to recognized authorities in related disciplines. Kingston also suggested a study be made to determine why so few special interest councils were being formed. It was suggested that separate organization and membership committees be formed for the United States and Canada and that they answer directly to the president. Kingston recommended that his position be abolished.

William K. Durr and an ad hoc committee studied the student membership program and recommended that student memberships be discontinued. Durr suggested that brochures and journal article reprints could be sent to professors who wanted to interest their classes in the Association.

Projects and Products

The Council Program Aids, which originated as a pet project of Mildred A. Dawson, continued to flourish. Five kits were completed and they received wide circulation everywhere, not just in the remote areas for which they were primarily designed. Virginia D. Moore

asked President Fay to add members to her committee in order to produce a greater number of the kits.

Hazel Horn Carroll again made contacts in Hollywood and got Joan Crawford and Bill Cosby to tape spot announcements emphasizing the acquisition of good reading skills and the importance of staying in school. They also urged that the school reading specialist be contacted if the pupil was not doing well. The tapes and colored slides of the two stars were mailed to television and radio stations with the request that they be broadcast frequently during the summer to encourage reading and to encourage potential dropouts to return to school in the fall. Meanwhile, Charlie McCarthy continued to spread the IRA message.

The number of publications the Association was producing became so great that the Publications Committee was expanded and reorganized and certain members became responsible for specific publication areas. Leonard Courtney and Dorothy L. DeBoer were co-chairpersons. A detailed readership study of the *Journal of Reading* and *The Reading Teacher* was initiated to seek ways of making the journals more attractive to classroom teachers and potential members.

Donald L. Cleland took over the "Interesting Books" column of *The Reading Teacher* to allow Leo Fay to devote more time to his duties as president. A new feature, "Viewpoint," was added to the *Journal of Reading*. It consisted of letters regarding articles in the *Journal* or important issues in reading education. The practice of publishing letters from readers had been avoided in earlier days when criticism of the field had been so intense. The *20-Year Annotated Index to The Reading Teacher* was completed and Edward G. Summers was commended for the enormous amount of work he had done on it.

Roger Farr and Samuel Weintraub were appointed coeditors of the *Reading Research Quarterly*.

The *Annual Report* recorded the deaths of Stella Center, John DeBoer, Glenn Gagon, Fred Schonell, Agatha Townsend, and Richard Wuest.

It is noted that fine publications come to IRA members at low cost because all manuscripts are provided by authors at no cost to the Association. These professional contributions by IRA authors and editors of books, pamphlets, brochures, handbooks, and articles enable the Association to provide the fine variety of quality publications it presently offers to members. Twenty-eight such publications by individuals, committees, and special groups were released during the year.

President Fay wanted the IRA to become the voice for reading in dealing with governments and other agencies. He encouraged Headquarters and IRA groups to cultivate and maintain contacts with literacy agencies, other professional groups, and all levels of various

governments. When the United States government started considering major cuts in aid to education and libraries, Fay prepared a telegram of protest. Upon receiving the support of the Delegates Assembly, he signed the telegram on behalf of IRA members and affiliates and sent it to President Richard M. Nixon and key members of Congress. Fay also urged individuals and councils to write letters of protest. The IRA also prepared a detailed statement about reading problems for the President's Committee on Dyslexia and saw to it that the statement reached Washington.

During the administration of Leo Fay, the issue concerning certification of reading teachers recurred. A number of Association members and leaders wanted the IRA to operate like the American Psychological Association and the American Medical Association in policing its ranks and influencing certification. A major obstacle to such activities is that the IRA membership includes individuals who are not in the profession. As a matter of fact, anyone interested in furthering the goals of the Association can join IRA. IRA always moved cautiously in this area and some feel it has not moved at all. The Association has acted in an advisory role to agencies that do certify teachers and continually has studied and published statements about the kinds of training reading people should have. Those who favored stronger action wanted IRA to establish job titles and descriptions and set the standard for what constitutes minimal training for certification.

In another professional dimension, Robert Dykstra's Evaluation of Instructional Materials Committee drew up guidelines to help textbook adoption committees select basal reading series. The committee's concern focused on the sets of materials currently on the market that were labeled as basal programs but which did not contain all the elements most reading people believed should be parts of a basal program. A subcommittee under Roger Farr started work on guidelines for selecting and evaluating reading tests, a subject in which Farr became an authority.

Presidents often have favorite projects for IRA. Sometimes there is broad enough support to carry out the project; other times, a favored project does not materialize. If President Fay had such a project, it was to have the Association make a major contribution to reading for the blind. Fay appointed a Reading for the Blind Committee. Chairperson Leo F. Hanley and members of the committee gathered materials and planned strategies, meetings, and a possible publication. Fay feels that, even today, the Association has not done nearly as much as it should for the blind.

Ralph C. Staiger chaired the History of IRA Committee. He reported that James M. McCallister finished the write-up of the materials his group had collected. Helen M. Robinson wrote materials covering a number of years, and Staiger continued collecting data.

Lester L. Van Gilder reported that his Evaluation Committee de-

vised new convention evaluation forms which were used at the Boston Convention. In the past, there had been discussion that the Evaluation Committee was not always in a good position to evaluate the work of certain committees. Van Gilder's committee worked to develop committee self-evaluation instruments. A tentative instrument was devised for the evaluation of the *Reading Research Quarterly*.

A number of other committees held meetings, sponsored small conferences, and produced manuscripts for publication.

Questions arose as to how people were selected to run for IRA office or to become a Board member. H. Alan Robinson's Elections Committee was directed to make every effort to involve the membership in selecting nominees. Newsletters from Headquarters invited members to make suggestions; letters were sent to committee chairpersons, state organization people, affiliates, state and local councils, board members, past presidents, and editors of publications. Over 500 names were suggested, and they were screened by the committee.

An 85 percent return on a mailed questionnaire sent out in 1969 revealed the following positions and professional activities of IRA members: clinic or classroom reading teachers, 27 percent; self-contained classroom teachers, 25 percent; reading supervisors or consultants, 11 percent; general supervisors or administrators, 5 percent; college teachers, 5 percent; and teachers of subjects other than reading, 3 percent. In terms of levels of assignment, 29 percent taught preschool or primary; 25 percent, intermediate level; 10 percent junior high; 6 percent, high school; 8 percent, college or university level; and 8 percent worked with K-12. Apparently, a number of IRA members were working in federal projects, for publishing houses, or in other positions outside regular school operations.

Another major thrust of the Association came to fruition in the Fay administration; the first regional conference was held. Regionals had been in the plans for some time but they were not without opposition. Again, the question of splintering the Association arose. Some felt that regionals would compete with the Annual Convention and that some regionals might be unable to offer quality programs. To assure success, Amelia Melnik was designated program chairperson for the first regional which was held in Tucson in February 1969. The Arizona State Reading Council and the Association were cosponsors for the meeting. Today, the Association continues to cosponsor regionals. A second highly successful regional was held by the Far West Council in Anchorage in June 1969. The Alaska Methodist University and Cook Inlet Council cosponsored that event under the direction of Chairperson Mabel A. Briscoe. These two meetings demonstrated to many IRA leaders that regionals would be one of the most important dimensions of the IRA. Obviously, more people can be involved in the program and more people can attend a major conference if long distances are not involved. Some people apparently favor smaller meetings. The

regionals allowed programs to be built around local problems; and the Tucson meeting featured bicultural children. Melnik's Regional Planning Committee thus completed its mission and asked to be dissolved.

The Kansas City Convention

President Leo Fay had wanted to have the Convention in Louisville, but he found the Association would have difficulty competing with the Kentucky Derby for hotel space. In the final analysis, he and most others were pleased with the choice of Kansas City. The local Arrangements Committee and the hotel staffs were relaxed and efficient. Kansas City residents, then and now, seem to have an easy way of indicating to a visitor that they are glad he or she is there. The weather was great and people strolled about without coats.

At the Hotel Muehlebach, the Fays had the suite that once was the home of the bachelor owner of the Muehlebach. It was magnificently furnished and had 2,000 feet of floor space.

As was traditional, President Fay and President-Elect Huus worked together in planning the program. More attention than ever before was given to parents, volunteer aides, and teacher aides. The Fourteenth Perspectives Conference dealt with "The Parent and Reading" and was held jointly with the National Congress of Parents and Teachers. The Preconvention Institutes were increased to seven because past participants rated them highly among all IRA activities and because many fine publications had resulted from them. Local school visits, in addition to the above mentioned sessions, provided the most extensive program ever planned for early arrivals. By Wednesday, when the general program began, approximately 10,000 reading people were in Kansas City. It was not only the largest Convention in IRA history up to that point, it was one of the most efficiently managed with much of the credit due to Virginia Yates, local arrangements chairperson. Myron Lieberman spoke at the first general session.

In planning for the Annual Reception, the local arrangements people decided that \$1.25 a dozen was entirely too much to pay for cookies. They demanded a better price but could not get it. The redoubtable group went to the hotel manager and told him they would make their own cookies. After a lot of bargaining, that is precisely what they did.

There were over 250 exhibit booths at the Convention, and many people spent hours there examining the materials and meeting old friends. The exhibits are always a center of attraction at an IRA convention.

The Delegates Assembly generated a great deal of discussion on the proposed increases in rates for memberships and subscriptions and on one resolution. Some delegates were outraged at the proposed in-

crease in rates and said so. The first resolution ran into no real difficulty. It simply reflected the Association's great indebtedness to the ERIC/CRIER people. Chairperson Ralph C. Preston of the Resolutions Committee read the resolution as follows:

Resolution on ERIC/CRIER

WHEREAS, ERIC/CRIER has made an inestimable contribution in providing reading specialists with convenient access to information concerning their field through initiating publications, providing information on special topics through a retrieval system, and conducting and coordinating research;

BE IT RESOLVED that the Fourteenth Annual Convention of the International Reading Association congratulate the directors and officers of ERIC/CRIER and encourage reading specialists to assist ERIC/CRIER in acquiring significant information and documents of high quality by informing ERIC/CRIER of new projects and programs in reading and sending it copies of documents including research reports, descriptions of new programs, reading tests, and other materials related to any aspect of reading behavior and the teaching of reading.

The second resolution was passed but not without discussion. It had to do with matters George D. Spache and others had tried to get the IRA to act on years before. The resolution read:

Resolution on Excessive Advertising Claims for Reading Courses

WHEREAS, members of the International Reading Association have viewed with increasingly grave concern the advertised claims of certain reading improvement programs that assure the public that an enrollee's reading rate will be increased by several times his initial rate, omitting no words, while increasing the level of his comprehension; and

WHEREAS, the members of the International Reading Association also view with grave concern the advertised claims of certain reading programs designed to enable children to teach themselves to read and to achieve considerably above normal reading levels;

BE IT THEREFORE RESOLVED that the Fourteenth Annual Convention of the International Reading Association condemn such advertising and declare it in violation of the reading profession's ethics unless 1) the claims are documented by independent replicable research; and 2) the measuring instruments used to supply the evidence upon which the claims are based are named upon request and, if not for sale by a publisher, be made available to reading specialists.

BE IT FURTHER RESOLVED that the Fourteenth Annual Convention of the International Reading Association declare the failure of an advertised

reading program to meet the above standards and procedures places its sponsors outside the bounds of ethical professional behavior and entitles them to severe professional and scientific censure.

Chairperson Preston felt that open hearings on proposed resolutions should be held and he arranged for one during the Convention prior to the Delegates Assembly. Nobody showed up. Preston suggested that in the future such open meetings be set up and announced in advance.

Again this year, Distinguished Leaders Addresses were scheduled throughout the program. The speakers were A. Sterl Artley, Mary C. Austin, Althea Beery, Edgar Dale, John Downing, and Nila Banton Smith.

Conventioneers were delighted by a memorable night of the "Jazz Story in Music" with George Winn and his band playing dixieland, blues, and ragtime. Willie Rice's Historical Jazz Combo played Conga drums, plantation day religious music, dixieland, Kansas City jazz, progressive jazz, and rock and roll. Kay Dennis sang, and dancing followed the show. The affair was held in the Muehlebach's famous Imperial Ballroom and the \$5,000 proceeds, collected by the local arrangements committee, were donated to the Building Fund.

At the Annual Banquet, David Lore and the *Columbus Dispatch* received the award for outstanding news reporting in reading. Marguerite B. Bougere received the Outstanding Dissertation Award.

The Citation of Merit Award was addressed to Helen M. Robinson:

In recognition of the versatile qualities, both personal and professional, manifested during a distinguished career in the service of reading, the International Reading Association honors Helen M. Robinson, sensitive teacher, perceptive counselor, discriminating critic and clinician, and classic researcher.

The International Award in Reading was presented to Constance M. McCullough:

The Second International Award in Reading honors Constance M. McCullough who has influenced the improvement of reading in many countries throughout the world. Her teaching has inspired leaders in the fight against ignorance and illiteracy. Her writings have conveyed with clarity and precision the ideas to which she has dedicated herself. Her spirit of generosity has aided people from many lands to approach their potential. Her humility has warmed the hearts of her colleagues and students.

A special service citation was presented to Ralph C. Staiger:

The International Reading Association salutes Ralph C. Staiger, cultivated scholar, restrained and responsive administrator, diplomat and ambassador of reading to the world, for selfless service to the field of reading and particularly to the profession itself.

The closing session of the Convention was the Book and Author Luncheon. Mary Hays Weik told the audience about her work as an author of children's books. Leo Fay placed the gavel and the leadership of the IRA in the hands of Helen Huus. The financial situation looked brighter at the end of the Fay administration. Progress was made in most dimensions and plans were set in motion that were to result in sound financial operations of the IRA in the years ahead when other professional organizations would be in difficult financial straits.

Chapter Ten

A Period of Orderly Growth

President Huus was the first IRA president since Nancy Larrick whose major background was children's literature. Huus had been a part of the organization since 1953, before it was officially the IRA. President Huus felt that in many ways IRA's growth had been sporadic. She wanted to provide an overall structure that would allow for orderly expansion in all dimensions. She was particularly concerned with growth and development in financial matters, international aspects, and in cooperation with other organizations that had complementary goals.

President Huus was granted some released time from her regular workload in order to attend to the affairs of the Association. Her institution financed the released time and supplied secretarial help for a half day each week. Obviously, President Huus did most of her own correspondence as others had done before her.

The Board and Its Activities

The Board decided that its highest priority for the year would be given to increasing membership and membership services, including the improvement of council activities. The Board's second highest priority was that of international development and increased participation in the affairs of the Association by members from countries other than the United States. Special attention was to be given to developments in Canada. When some people in the organization questioned the special attention to Canada in view of the number of members in the United States, President Huus referred to the fact that Canadians had always been supportive of the Association and that, in relation to total population, the Canadian membership was roughly equivalent to that of the United States. New people on the Board in the Huus administration were Thomas C. Barrett, Constance M. McCullough, and Eileen E. Sargent.

An immediate question for the Board was construction of the new Headquarters building. Building costs had increased again so the Board decided to become more realistic about a starting date. Money continued to come in for the building, but the pace slowed. During the

fiscal year, less than \$30,000 was donated. Delay in building may have accounted for part of the drop in contributions. The Board decided to buy the building they had been leasing and to use the Building Fund money for the purchase. It was assumed that when a new building was constructed the old one would provide a sizeable rental income or could be sold since it was in a good location and market values were rising rapidly. The Association rented the extra space needed at that point.

Virginia D. Yates suggested that many people who had contributed to the Building Fund for a new building might be very upset upon learning that their money had been spent to buy the old building. She suggested that the Building Fund be the owner of the old building and responsible for its maintenance and that the IRA pay its regular rental charges to the Building Fund. Thus the Building Fund paid \$125,000 for the property at Six Tyre Avenue and became IRA's landlord.

Theodore L. Harris had urged some time back that a full-time person be employed as a field consultant to work with councils and make personal visits to councils. Eleanor Roberts was employed part-time in that capacity. Approximately 100 councils were visited by President Huus, President-Elect Cleland, Past President Fay, Ronald W. Mitchell, and Eleanor Roberts during the year. The visitations program appeared to be so successful that the Board authorized more field consultant help.

Field Services

Jack Humphrey's Membership and Organization Committee noted with some pride that the 700th council was chartered during the year. The field leaders activities at the Annual Convention, the newsletter, and Humphrey's dynamic leadership had welded the field leaders into a cohesive group with excellent esprit de corps. At the Annual Convention, Humphrey presented framed certificates to all his state chairpersons. For the first time, state chairpersons were given sample copies of all IRA publications to use in promotion of membership.

Emphasis this year was placed on program development, leadership training, and membership development within existing councils. President Huus again brought up the point that there were many members of locals and affiliates around the world that were not members of the international organization. She urged that efforts be extended to bring more of these people into international membership.

To give more stability to the organizational program, it was decided that new state chairperson appointments should be for three year periods. Before making the appointments, Chairperson Humphrey

checked with the state presidents to make sure there was no serious problem.

Delva Daines' Council Program Aids Committee conducted a survey of past presidents of councils to get suggestions for good programs, identification of problem areas, and suggestions for disseminating ideas about program development. The committee found that the best programs included paid speakers, workshops, and demonstrations. The survey indicated that problem areas were lack of money and an insufficient number of films and other materials available for rent. Many stated that they had to travel great distances to council meetings. It was suggested that newsletters contain program suggestions, that a speakers bureau be set up, and that the *Journal of Reading* and *The Reading Teacher* print an annotated list of the Program Aids.

As a part of the new services to members, the IRA implemented the IRA Membership Insurance Program. Mildred H. Freeman was largely responsible for the investigation that resulted in the selection of an administrator for the IRA Insurance Program. Virginia D. Yates chaired the Insurance Committee and headed the efforts to disseminate information about the insurance to members.

Russell G. Stauffer organized a Language Experience Special Interest Group that gained a membership of eighty almost immediately. A meeting was arranged for the Anaheim Convention. Again the old fears of splintering the Association arose and, when Donald Leeds applied for a second special interest group, the Board decided to wait to see what would happen with Stauffer's group before further groups were authorized.

Canadian Activities

In the previous administration, the Board of Directors appointed four Canadian coordinators to plan and implement Canada's role in the organization. No funds were provided for them to meet. Jessie Harrow of Winnipeg suggested that IRA help these coordinators to meet and carry out their charge. Marion Jenkinson lent her strong support to the suggestion. President Huus appointed five chairpersons and implemented the suggestion.

The first meeting of the resulting Canadian Organization Committee was held in October 1969 at Winnipeg. The chairpersons were Gordon Bennett for Quebec, Harold Covell for British Columbia and Alberta, Elizabeth Orchard for the Atlantic Provinces, John N. Ryckman for Ontario, and Grace Walby for Manitoba and Saskatchewan. Assistant Executive Secretary Mitchell attended as the Board liaison. Grace Walby was elected chairperson of the group. They initiated the *Canadian Newsletter*. Grace McClellan had been the editor of an occasional newsletter distributed to Canadian members of IRA. However, she felt that someone else should undertake the new project and

Howard Klein was appointed. The *Newsletter* was printed and distributed by Headquarters.

Chairperson Walby's group supported Jane Catterson's proposal to organize a Canadian sequence of meetings for the Annual Convention and planned the First Annual Canadian Breakfast. They also arranged for a reading section at the Canadian National Council of Teachers of English meeting in Winnipeg.

Another project of the Canadian chairpersons was to encourage President Huus to travel in Canada and work with councils. Huus made two trips through parts of Canada. She tells fondly of one stop she made in Minnedosa, Manitoba, to present a local council charter. In this town with a population of 5,000 persons, 200 individuals including school superintendents, principals, teachers, parents, and even the mayor came to hear the President of the IRA. Such was the interest they had in their school reading programs and in the establishment of the Rolling River Reading Council.

By the end of the year, Ontario had fourteen active councils: five in Nova Scotia; three in Manitoba; two each in Alberta, British Columbia, Prince Edward Island, and Saskatchewan; and one in Newfoundland.

National Affiliates

Henry A. Bamman reported that there were national affiliates in ten countries. The relationship between the IRA and its national affiliates is flexible to allow for the tremendous variation in governments and lifestyles of people around the world.

The United Kingdom Reading Association had sixty-one IRA members and subscribers in addition to the many members in their national group.

The Association Francaise de Lecture (French Reading Association) works especially through appointed commissions which deal with methods, audiovisual techniques, and characteristics of children and libraries. The French group had eight IRA members and subscribers.

The Landsforeningen af Laespedagoger was the national affiliate of Denmark. This organization, formed in 1952, was older than the IRA itself. Its members were predominantly persons interested in beginning reading, school psychologists, and school librarians.

The Danish group's publication, *Laesepeadagogen* (*The Reading Teacher*), has been published regularly since 1952. Information from the pages of that journal has had a profound effect on the teaching of reading in Denmark, has influenced all education in that country to some degree, and has had considerable influence on neighboring nations.

The National Reading Association of the Republic of Germany

was, and still is, a small group of research workers. They circulated a newsletter about research activities.

Eve Malmquist was asked to identify a suitable place and staff for the European Office. An annual budget of \$12,000 for the European Office was to include salaries and honoraria. A goal of January 1, 1971 was set as the date for the establishment of the office.

President Huus and others argued that it was time the IRA began to move its concerns outside the English speaking world. In response to this position, Malmquist recommended countries other than England for the European Office.

After studying Malmquist's findings, Henry A. Bamman's International Development Committee recommended that the projected European Office be set up in Paris. It was suggested that office space might be found with the World Confederation of Organizations of the Teaching Profession. It was felt that contacts with that organization would be valuable for IRA. The committee recommended the employment of a part-time person for the European Office and suggested thirteen duties, four of which were: handling requests by mail for information about reading, coordinating joint meetings of affiliates, serving as a liaison between IRA and UNESCO, and collecting research documents on reading for the IRA Library.

For financial reasons, there was still much opposition to holding world congresses. The Board, however, at the urging of President Huus, Eve Malmquist, and Dorothy Kendall Bracken, finally agreed to hold the Third IRA World Congress in 1970 in Sydney in conjunction with the Assembly of the World Confederation of Organizations of the Teaching Profession.

Bracken planned her Studytours so that participants could be in Australia for the Third IRA World Congress and in the British Isles for the United Kingdom Reading Association's Annual Conference. She also planned a Christmas Tour for 1970 and, at the Board's request, scheduled a tour from Europe to America to coincide with the Atlantic City Convention in 1971. In addition, the Board asked Malmquist to submit a plan for a variety of international meetings and a plan for international exchange of scholars.

An enormous surge of activities with other organizations took place during the Huus administration. Sixteen joint meetings were held with such diverse groups as the World Confederation of Organizations of the Teaching Profession, National Catholic Education Association, and the Simpler Spelling Association.

Joint action groups numbered eleven, including groups such as the International Board on Books for Young People, Associated Organizations for Teacher Education, and the White House Conference of 1970.

The IRA performed consultative work for a number of projects including the Right to Read Program, the International Teachers Con-

ference held in Berlin, and the Clearinghouses in the ERIC System. James Laffey and William Eller, cochairpersons of the ERIC/CRIER Advisory Board, reported that forty-six bibliographies had been completed and that many more were in process. The Association had first option to publish ERIC/CRIER materials and could have them at a reduced rate.

Five projects received outside funding, including the UNESCO sponsored *The Teaching of Reading*, edited by Ralph C. Staiger, and the National Institute of Child Health and Human Development's partial support of the first edition of *Theoretical Models and Processes of Reading*, edited by Harry Singer and Robert Ruddell and written in honor of the late Jack A. Holmes.

President-Elect Cleland suggested the Board commend United States Office of Education's Commissioner James E. Allen for his campaign on the Right to Read program.

Resolution

WHEREAS, the International Reading Association, a nonprofit professional organization composed of over 55,000 members from the United States and other countries that offer free education to their children desiring such free schooling, has four primary purposes:

1. To improve the quality of reading instruction at all levels,
2. To develop an awareness in our citizenry of the impact of reading,
3. To promote the development among all peoples of a level of reading proficiency that is commensurate with each individual's unique capacity,
4. To sponsor conferences and meetings planned to implement the purposes of the Association; and

WHEREAS, the International Reading Association has among its members the most astute scholars in the total spectrum of the language arts, and especially in the area of reading, who are dedicated to the realization of the fourfold purposes of the Association; and

WHEREAS, the International Reading Association is cognizant of the fact that the realization of its purposes is dependent upon the thrust given by learned societies, agencies, and individuals—and especially the Department of Health, Education and Welfare through the United States Office of Education; and

WHEREAS, the International Reading Association is cognizant of the fact that, perhaps, language is the only medium by which man constructs a view of reality and existence and, furthermore, that the child who reads with a skill that is commensurate with his/her unique capacity will be able to construct a valid view of reality and existence;

BE IT THEREFORE RESOLVED that the International Reading Association commends Dr. James E. Allen, United States Commissioner of Education, for the dynamic leadership he is exerting in behalf of education; and

BE IT FURTHER RESOLVED that the International Reading Association, through its officers and members, give enthusiastic support to the commitment made by Dr. James E. Allen, *to wit*, "By the end of the 1970s the right to read shall be a reality for all"; and

BE IT FURTHER RESOLVED that the International Reading Association will solicit the support of all learned societies and agencies that shall have a part in the total education of the American child regardless of race, color, creed, or social standing.

Cleland was one of the staunch supporters of Right to Read in the early days of the program when many IRA leaders were extremely skeptical.

President Huus presented a proposal that IRA join the Associated Organizations for Teacher Education. The Board voted to do so. Eve Malmquist offered to investigate similar international organizations that IRA might want to join.

During the year, President Huus served as IRA representative to four different agencies and, because of the position, was asked to serve as consultant to a number of government agencies.

The Basic Education and Reading Committee, with Joseph A. Mangano as chairperson, suggested the development of a project for which the Association received a grant for \$113,000. This grant enabled IRA to conduct three four-week workshops. The purpose of the workshops was to teach reading specialists about procedures and materials in adult basic education programs. Headquarters administered the program with Ronald W. Mitchell as coordinator. The workshops were held in New York, Colorado, and Florida. Chairperson Mangano acted as chief consultant for the project.

Cooperative effort was made with the National Reading Conference and the College Reading Association to consider the question of the qualifications of those who teach reading courses at the college level.

In committee appointments, President Huus appointed some members who were outside the reading field but had expertise in the area of the committee's concern. She felt this practice would enhance the products of the committees and would interest leaders in other fields in the work of the Association.

Commissions reappeared on the IRA scene. President-Elect Donald L. Cleland asked that they be reinstituted because he had some very specific plans in mind.

Many presidents-elect and presidents had gone to Nila Banton Smith for suggestions and help with their work. President Huus thought this to be a good thing and decided to make it official. She reconstituted the Advisory Committee with past presidents as members and Smith as chairperson. Specifically, the Advisory Committee was to give direction to the implementation of the work of the Long Range Planning Committee.

President Huus did not surprise anyone when she placed heavy emphasis on literature dimensions in reading.

The Library and Literature Committee and Chairperson Ruth K. Carlson worked with the National Council of Teachers of English in a meeting entitled, "Following the Folktale Around the World." The committee planned and implemented the Fifteenth *Perspectives in Reading* Conference using, again, the theme of folktales from around the world. John Donovan, Executive Secretary of the Children's Book Council, made a special folklore display for the Convention.

The Joint IRLA/Children's Book Council Subcommittee, chaired by Harold Tanyzer and Jean Karl, sponsored a children's literature symposium at the Convention. In somewhat of a departure, the registrants received in advance a reading list of books and articles and a workshop assignment so that they could prepare for the session.

In Summer 1969, Hazel Horn Carroll's Educational Television Committee secured spot announcements on television and radio throughout the United States. The committee initiated another short film for distribution to television stations in Canada and the United States. This time the stress was on creative reading and Carroll arranged for a videotape to be converted into six copies of a film for \$950. This low cost was possible because Carroll persuaded a Dallas television station to donate the videotaping service.

The Board authorized the money to reproduce and distribute the Bill Cosby radio and television spot announcement from the previous year. The Board asked Carroll to explore the possibilities of publicity for a worldwide literacy program comparable to what she had done in the United States. The committee also was responsible for a pre-convention institute at the annual conference featuring Jane O'Connor who worked with "Sesame Street."

Edward G. Summers ended his editorial tenure with the *Reading Research Quarterly* with the Summer 1969 issue. Summers had helped to make the *Quarterly* one of the finest scholarly journals in the profession.

Samuel Weintraub and Roger Farr became coeditors for the journal, beginning with the Fall 1969 issue. With the Winter 1970 issue, Weintraub became lead author of the "Summary of Investigations Relating to Reading" with Helen M. Robinson and Helen K. Smith as coauthors.

In the October 1969 issue of *The Reading Teacher*, J. Wesley Schneyer became editor of the "Research" column, Alice Brooks McGuire took over "Literature for Children," and Eleanor M. Ladd became editor of "The Clip Sheet." The theme for the December issue was "'69 Convention Soundings," and all of the articles were addresses presented at the 1969 Annual Convention in Kansas City. The reasoning behind this mode of presentation, according to the editors, was

that the papers would reach a wider audience than if they were published in the convention *Proceedings*. Speeches by Albert J. Harris, Edgar Dale, Arthur I. Gates, A. Sterl Artley, and Nila Banton Smith were included.

The journal editorial work became such an enormous enterprise that it was decided to hire a professional editor for the *Journal of Reading* and *The Reading Teacher*. The editor was to be a full-time member of the Headquarters staff and would be employed as of January 1971.

In addition to its journals, the IRA released twenty-three new or revised publications. The Kansas City papers were published in five volumes. Roger Farr's well-known *Reading: What Can Be Measured?* was published as an IRA Research Fund Monograph; Edward G. Summers' *20 Year Annotated Index to The Reading Teacher* was released; and IRA started worldwide distribution of a book it had released the year before, *Preparation of Textbooks in the Mother Tongue*, written by Constance M. McCullough with the Reading Project Staff of the National Institute of Education of India. The book, which describes steps in developing books in the mother tongue, has been used in many countries around the world.

It required an *Annual Report* of eighty pages just to summarize the year's work in IRA. The *Annual Report* recorded the Association's great loss due to the death of the following persons: May Hill Arbuthnot, Clifford Bracken, Richard Elder, Sol Klein, Doris Young Kuhn, Frank C. Laubach, Nancy S. Meleen, Annie Mae Power, J. Conrad Seegers, and Phillip Shaw.

The Annual Convention is an enormous enterprise and a Convention failure would have a profound effect on the Association. It seems that, with great regularity, something happens just before a Convention to make the leaders nervous. This time it was a major airline strike. Since the meeting was in California, obviously, there would be real problems. Fortunately, the strike was settled just before the Convention.

President Huus decided that a very workable and highly satisfactory type program had evolved over the years. She decided to design the Anaheim program similar to other recent programs. She did, however, build a stronger literature component into the Convention. President-Elect Cleland planned the microworkshops and sessions. He also introduced a new feature, "Meet Your Officers and Directors." He felt that some systematic way should be provided for the delegates to meet their leaders and for the leaders to meet and talk with those whom they represented.

Ronald W. Mitchell was by now an expert on running a convention and everything moved smoothly. J. E. Sparks and Jo Stanchfield were in charge of local arrangements and did a tremendous amount of excellent work. Sparks did have one brief nightmare. He had arranged

for a crew of forty-five people to put the registration packets together on Sunday morning. The forty-five persons arrived about 10:00 A.M., but the company that was supposed to deliver the envelopes failed to show up. Faced with thousands of pieces of convention materials waiting to be stuffed into nonexistent envelopes, forty-five people aimlessly milling around, and local businesses closed on Sunday, Sparks searched and finally located a print shop owner who had the needed envelopes. Sparks went to the beach and brought the man back to open his shop. By 11:30 A.M., the operation was back in motion.

Many delegates helicoptered in and out of the Los Angeles Airport. Those who had not ridden in a helicopter before considered the ride to be one of the Convention's memorable events.

Appropriately enough for an international organization, the Fifteenth *Perspectives in Reading* conference opened the Preconvention activities. Folktales from Micronesia, Latin America, England, America, Scandinavia, Canada, Africa, and the Caribbean were read and studied.

Seven Preconvention Institutes were held on a variety of topics. It was a period of increasing attention to the needs of minority groups, and both the Preconvention Institutes and the main program reflected these concerns.

Helen M. Robinson, one of IRA's most capable researchers, addressed a general session on the topic, "Significant Unsolved Problems in Reading." Ralph C. Staiger discussed a topic he knows best, "The IRA—Past, Present, and Future." Paul C. Berg's "Classroom Practices in Teaching Reading" was one of the program highlights. Distinguished Leaders Addresses were delivered by Guy T. Buswell, Donald D. Durrell, Theodore L. Harris, Marion Jenkinson, Marion Monroe, and Russell G. Stauffer.

Jane Catterson coordinated a series of meetings she had initiated. Twenty Canadians made presentations. These meetings were the forerunners of the Preconvention Institutes organized and presented by Canadians at the Annual Convention. In the year that followed, Catterson arranged for the publication in Canada of the papers presented in this series of meetings.

Grace Walby was in charge of the First Annual Canadian Breakfast. More than one hundred people attended.

President Huus called the Delegates Assembly to order on Thursday morning for the stormiest session in its history. There were those who thought a Vietnam War protest was in order. The Convention was held shortly after the National Guard episode at Kent State University. As people talked informally, it was frequently suggested that IRA should "do something." Militant civil rights advocates wanted to voice their concerns in a public forum and, of course, there was the matter of the IRA rate hike. A series of official reports lasted long enough to calm people down somewhat.

The Resolutions Committee discussed many possible resolutions during the year but brought only one to the floor of the Assembly. Chairperson Hazel D. Simpson presented the following:

RESOLVED that the International Reading Association, representing national and international educators concerned with the improvement of reading for all people, endorse and support the Right to Read campaign as formulated by the United States Office of Education.

BE IT FURTHER RESOLVED that the International Reading Association marshal all relevant forces to help accomplish the objectives of the Right to Read campaign in the most expedient manner.

BE IT FURTHER RESOLVED that the International Reading Association accelerate its goal of improving the reading ability of all children, directing special attention toward those children evidencing the most urgent need of assistance.

After discussion, the resolution was accepted.

In the Delegates Assembly David Johnson, president of the Contra Costa County Council, proposed resolutions that carried. They read:

That the International Reading Association should go on record as supporting a minimum three year commitment of the federal government in funding federally endorsed programs.

That IRA should establish a national committee to study and develop realistic tests in reading for students not associated with middle-class society.

That IRA should establish a national committee to study and develop measurable behavioral objectives in reading for students not associated with middle-class society.

The Assembly also directed the officers and Board to write a letter to President Richard M. Nixon "urging his continuing moral and financial support to the Right to Read Program."

The Board decided to ask the Delegates Assembly to raise the \$7 dues to \$15. It was assumed there would be an enormous drop in membership as the result of a big rate hike and that those who remained in the Association would have to shoulder additional financial responsibilities. It was pointed out, however, that each membership was costing the Association money. A decrease in membership would mean lower mailing costs, fewer copies of journals and newsletters, and other savings. It was proposed that comprehensive memberships be set at \$40.

The Delegates Assembly became a Donnybrook Fair. Discussion raged on and on, but the year of preparation for the rate hike paid off. Supporters of the boost were there with facts and figures, and finally the motion passed.

At the Annual Banquet, the Annual Award for Outstanding News Reporting in Reading was presented to Janet Chusmir and the *Miami*

Herald for the series of articles, "Why Can't Some Kids Learn to Read?" The Outstanding Dissertation Award was presented to Hildred I. Rawson.

The Citation of Merit was presented to Donald D. Durrell:

For his courage in confronting the major, unresolved reading issues of his time, his exemplary efforts in improving classroom reading instruction, his scholarly research contributions, his pioneer work in diagnostic testing and his lifelong commitment to the search for better schools, the International Reading Association salutes Donald D. Durrell, author, distinguished professor, and inspirational educational leader.

A Citation for Special Service was awarded to Dorothy Kendall Bracken who was delighted with the wording:

The International Reading Association salutes Dorothy Kendall Bracken, vivacious and indefatigable Texan who has brought the world into the hearts of children through literature and into the lives of other teachers through her professional leadership and guidance.

The Book and Author Luncheon featured Lloyd Alexander. Helen Huus handed Donald L. Cleland the gavel and, along with it, the administration of an organization she had helped to make more dynamic and more influential.

The Cleland Administration

Donald L. Cleland always did cheerfully whatever the organization asked of him, whether it was a big job or a small one. In Spring 1970, the man who had once *been* the Headquarters of the IRA in his spare time found himself called to the highest office of an organization that published prodigious amounts of materials, had more than 55,000 members and subscribers, and held world congresses.

Succeeding to the Board with the Cleland administration were Marjorie S. Johnson, Robert Karlin, and Olive S. Niles.

Australia and New Zealand Become Centers of Activity

A great many significant developments in the international arena took place in the Cleland administration. Soon after the new administration took over, it was time to make plans to go to Australia.

The Third IRA World Congress was not without its problems. The Board had refused to make a decision far enough in advance for the program to be planned in an orderly way. In fact, it was almost last minute planning as far as world congresses are concerned. At eleven o'clock one evening, Dorothy Kendall Bracken received a call from

Helen Huus. Huus told her that someone had to get on the telephone with Eve Malmquist and put the program together in a hurry. Bracken had a number of commitments and told Huus she would call her back. Bracken called back fifteen minutes later and said she would do it. The next day she cleared her calendar for a three-week period and she and Malmquist put together a world congress program for Sydney. Later they edited the proceedings, *Improving Reading Ability Around the World*.

In August, educators descended on Australia from all parts of the globe. Sydney found itself hosting the World Confederation of Organizations of the Teaching Profession, the Third IRA World Congress, and Dorothy Kendall Bracken's footsore Study Tourists.

Participants on the program were from the Ivory Coast, Australia, Germany, the United States, New Guinea, India, New Zealand, Canada, Sierra Leone, Sweden, Thailand, France, and South Africa. As is often the case, even though planned under hectic conditions, the program emerged sound and effective.

The Third International Award in Reading was presented to Eve Malmquist:

For his outstanding work in research, writing, and the development of reading associations in many countries. His research and writings on the causation and prevention of reading disabilities have attracted international attention. His services as a director and international organizer have helped the International Reading Association to become truly worldwide. His warm and generous spirit has endeared him to hosts of coworkers in reading throughout the world.

Many program participants and delegates stayed on after the Congress to travel extensively in Australia and New Zealand.

On just such travels, Roy Kress began to fully realize what a shopper and collector Eleanor Ladd Kress, whom he had recently married, was going to be. They came home from Australia and New Zealand with a load of new treasures knowing full well that, with Eleanor's other collections in the house, there was no place to put the new things.

The first New Zealand Conference was held at the University of Auckland in 1970 soon after the Sydney Congress. Thus, the Auckland Council did very well for its First Conference. It had on the program President Cleland; Past President Helen Huus; President-Elect Theodore L. Harris; and a former IRA president, Dorothy Kendall Bracken. New Zealanders also played a considerable role in the conference with Alwyn Hewitt, Eric Graham, Stephen Brockett, Nigel Longston, and Jean Brady on the program.

Three members of the Auckland Council—Marie Clay, Tony McNaughton, and Donald Holdaway—made presentations at both the World Congress and the Auckland Conference.

The European Office

New Year's Day 1971 was a red-letter day for IRA! On that day the IRA European Office was opened in Paris. Most of the credit for its establishment goes to Eve Malmquist who had urged that such an office be established, studied the situation to see where it should be located, and helped with the final negotiations. Ralph C. Staiger and Malmquist made arrangements with John Thompson, General Secretary of the World Confederation of Organizations of the Teaching Profession, to share the office space of that organization. The two worldwide organizations not only shared space but shared staff as well. Elisabeth Boucherant agreed to work half-time for each organization. As acting administrator, she was given the responsibility for coordinating the work of the European affiliates, coordinating joint action with UNESCO, translating IRA brochures and other materials, and receiving and transmitting materials and funds between Headquarters and European affiliates and groups seeking affiliation. The European Office, or Paris Office as it is commonly known in IRA, opened as a one-room enterprise; today, it has two rooms. The European Office is located at 54 rue de Varenne, a very nice section of Paris.

Developments in Different Parts of the World

Eve Malmquist made a number of important suggestions to the Board which were ultimately implemented. 1) That a two-day seminar, with representation from a number of nations, be held at UNESCO House. The purpose of the seminar was to plan future IRA developments in Europe, plan the best use of the European Office, discuss ways of improving reading in Europe, and discuss plans for the next World Congress. 2) That IRA link the Buenos Aires World Congress to the International Book Year theme. 3) That IRA give an award to an individual or group that makes a unique effort to the International Book Year. 4) That \$500 per year be invested in complimentary comprehensive memberships in different countries. The Board specified that persons receiving the complimentary materials receive them with the understanding that information in the materials would be disseminated through translations, conferences, and other avenues.

Earlier, when the membership dues were \$7, it was pointed out that those dues constituted 14 percent of a month's salary for a teacher in some of the areas where the IRA sought members. Constance M. McCullough suggested a study of possible membership related to the salary level of the teachers in those separate countries. In the meantime, memberships and subscriptions were held to \$7 per person outside the United States and Canada. The Board also approved for the other countries a membership fee, without a journal, of fifty cents.

This move seemed perfectly appropriate since the journals were in a language some potential members could not read anyway.

The Board authorized an international newsletter with the content to be gathered and edited by the European Office.

The Japanese Society for the Study of Reading requested that IRL reviews of research in reading include more research conducted outside the United States. They further requested that the IRL and the Japanese Society for the Study of Reading exchange articles on research for translation and publication in each other's journals. The Publications Committee also recommended that future publications focus more attention on international aspects. Buenos Aires was set as the site for the 1972 World Congress, and a study was made of sites for the 1974 World Congress.

The Canadian Organization Committee added two new members: Shirley MacAulay, coordinator for Saskatchewan and Jean Hicks, coordinator for Alberta. The Canadians were happy with the members of the Canadian Organization Committee but were unhappy about the fact that they had little voice in the selection. A proposal for election of the provincial organization persons by the IRL members in each province was sent to Headquarters. The proposal was accepted by the Board.

Betty Orchard and Shirley MacAulay organized the Second Annual Canadian Breakfast, which hosted seventy people in Atlantic City.

Membership Loss Less than Expected

Fully convinced of the importance of direct contacts with councils, the Board authorized the hiring of additional full- and part-time field consultants. Kay Hays, Eleanor Robison, and Virginia Yates all began jobs that would take them into cities all over the United States and Canada and into towns and villages of which they had never heard. Ronald W. Mitchell continued his personal visits to councils of both countries.

There was no question that Jack Humphrey had his United States Organization people in the communications business. Eight newsletters went out to his state chairpersons, three newsletters went out to all council presidents, and hundreds of letters went out to members and councils from the state chairpersons and the seven regional chairpersons. Visits to councils by organization people were more numerous than ever before in the Association. Jack Humphrey, who had spearheaded one of the most phenomenal organization and membership programs in the Association's history, announced the end of his term in the spring of 1972.

There was a significant growth in state councils during the year. Emphasis was placed on the development of state councils since they

can handle large conferences and other activities, they have political clout within a state, and they can act to develop local councils.

To the vast astonishment of many people, and to the relief of the organization's leaders, the 25 percent expected loss of membership as a result of the price hike did not materialize. In fact, the loss was only 6 percent, which was certainly a vote of confidence on the part of the members.

Commissions and Committees

Two commissions and thirty-eight committees and subcommittees worked during the Cleland administration and most of them worked on more than one project. Most of the projects involved some kind of publication.

Paul A. Witty reported the completion of the monograph, *Reading for the Gifted and the Creative Student*, and the manuscript for an annotated bibliography, "Reading to Meet the Needs of the Gifted and the Creative." During the year, the Reading for the Gifted and Creative Committee (which had resulted from the suggestion of Leo Fay) prepared articles, collected data, gave lectures, and participated in workshops in their area of concern.

Before it really got started in its work, the ad hoc Committee on Reading for the Aging had more outside encouragement than any committee in IRA history. Chairperson Lester Emans reported that individuals and organizations declared themselves willing to help. A committee from the American Library Association, the School of Social Work, and School of Library Science at the University of Wisconsin, and a division of the United States Office of Education indicated an interest in becoming actively involved in the work of the committee. As frequently happens with IRA committees, this group did all their work by correspondence during the year and never had a face-to-face meeting. The committee developed an instrument for a study of their topic and initiated a small United States Office of Education grant.

Nicholas J. Silvaroli chaired the Automation Committee for two years, and even his splendid sense of humor did not hide his disappointment in the results of the studies the committee made. "If one were to make conclusions on the basis of . . . the year's experience of the Automation Committee, it might be concluded that as of 1971 automation has not had a significant impact on reading instruction in America." He went on to say that it was like studying the impact of the automobile on America in 1908.

William C. Davies' History of IRA Committee reported that Helen M. Robinson, in collaboration with Albert J. Harris, completed a source document covering the histories of the parent organizations that formed IRA. James M. McCallister collected records of the period 1956-1962 and sent them to the Headquarters archives. Ralph C. Staiger

collected materials and assembled them at Headquarters. The chairperson coordinated the various activities and generated charges for future history committees.

The Committee for the Blind had spent three years seeking its own direction and defining the scope of its concerns. The oft-repeated statement in all reports and correspondence was "There is so little information on the subject." The group decided that it would extend its concerns to the visually impaired and found that the last book written for the guidance of teachers of the visually impaired was copyrighted in the 1930s. The committee then decided to prepare a book on teaching reading with Braille and large-type books.

Donald L. Cleland became chairperson of the Fund Raising Committee. He reported that the Fund gained only \$29,226.86 from donations during the year. Meanwhile, the Board spent \$15,000 from the Building Fund to buy a building to house the editorial staff of the journals. The IRA contracted to pay its Building Fund \$100 per month for rent of the newly acquired building. The contingency fund and all other funds possible were invested or put into savings to try to build up enough capital to begin the building.

A number of years earlier, the Elva Knight Research Fund had been renamed the IRA Research Fund. During that period, surplus from the Fund was used to finance research monographs. Income from the monographs was then used to repay the Fund. It was decided that it was entirely inappropriate to change the name of such a fund. To keep down confusion and still restore the name, the Fund was renamed the IRA/Elva Knight Research Fund. The Studies and Research Committee was charged with making recommendations concerning its use.

President Cleland's fundamental concerns were with quality teacher education and with the nature of the reading process. He felt that IRA could address itself to no more important tasks than the quest for better teacher education and the answer to fundamental questions about the dynamics of the act of reading. Cleland was aware of the yearly changes that were generally made in committee composition and charges so, while he was president-elect, he paved the way for the formation of two commissions he wanted to appoint. Commissions had been set up by the Association in years past and were kept intact until the completion of their charge. President Cleland sought and accomplished the appointment of a Commission on High Quality Teacher Education and a Commission on the Nature of the Reading Process.

Paul H. Masoner was honorary chairperson of the Commission on High Quality Teacher Education; Harry W. Sartain and Paul E. Stanton were cochairpersons. The commission was to appraise models of teacher education programs, design a prototype model, and relate methodology of reading instruction to the model.

After studying the needs of future education, the commission selected modular based instruction as the most promising model of teacher education. In order to develop modules very much like those that are in use today, the commission drew up teacher competencies, followed by a list of experiences designed to enable the student to reach a competency, and a list of criterion behaviors by which achievement could be judged. The commission met four times during the year and, after extensive study and deliberation, planned a major publication.

Theodore Clymer and Leo Fay were asked to be cochairpersons of the Commission on the Nature of the Reading Process. The commission decided to work with the United States Office of Education Targeted Research Effort since that project was in line with their own charge.

The commission prepared a resolution in support of the Targeted Research Effort and addressed it to Sidney P. Marland, Jr., the United States Commissioner of Education. The commission also made arrangements for a presentation of the Targeted Research Effort at the Convention in Atlantic City. The commission recommended a publication by IRA synthesizing the reports of the Targeted Research Effort.

President Cleland was proud of the efforts of his commissions, and one of his grave disappointments was that the Board did not continue them through the years.

With Other Groups and Agencies

The IRA had always sought cooperation with other educational groups and governmental agencies. In fact, the idea of NART was conceived at a meeting of the Educational Records Bureau. Again this year, as in years past, a joint meeting was held with the Bureau. Other organizations sought joint meetings with IRA and the Association eagerly responded. During the year, there were thirty-three joint conferences and joint action groups.

Regional meetings continued to be held and all evaluations reflected the fact that the closer the program stayed to the problems indigenous to the region, the more successful those programs were.

Obviously, the regional conferences had proven successful because the Board authorized small amounts of money to regional representatives for purposes of planning and initiating regional meetings. Further, \$2,500 was budgeted to the Regional Program Subcommittee for meetings to review past regionals with the idea of making specific recommendations for further regional conferences.

President Cleland was one of the strongest advocates of the Right to Read Program. He invited Louis Mendez, Jr., Director of Right to Read, to talk with the Board about the way IRA could help promote the program. Mendez suggested a kind of general mobilization action. He wanted IRA to: 1) encourage state departments of education to give

priority to the Right to Read, 2) help involve all segments in local communities, 3) make the best use of reading teachers and librarians, and 4) provide inservice education for teachers. The IRA made its own study of how it could help and suggestions ranged from the idea that IRA should devise a way to force schools to have inservice to the idea that IRA disseminate information on the Right to Read Program. The latter suggestion was implemented and some of the best publicity received today by Right to Read comes from the IRA.

President Richard M. Nixon appointed President Cleland to the board of the National Reading Center, a wing of the total Right to Read effort. Donald Emery, director of the National Reading Center, and Julia Hamblet, assistant director of the Right to Read, were invited to discuss the developments of the program with the Board.

When a new director of the Right to Read Program was appointed, IRA was pleased to find out she was a member of the Association, Ruth Love Holloway. President Cleland invited her to address the Convention in Atlantic City.

Twenty-one new or revised publications by IRA authors were produced during the year. They followed the patterns of the past with Convention publications, *Annotated Bibliographies*, *Perspectives in Reading*, and ERIC/CRIER publications comprising the bulk of the material written.

Necrology

The *Annual Report* stated that the Association would miss the support of its leaders and friends: Lee D. Brown, Homer L. J. Carter, Robert W. Locke, Ruth Hill Viguers, and Ruth Strang.

In the April issue of *The Reading Teacher*, Constance M. McCullough wrote of the passing of Ruth Strang:

Since the 1920s, reading retardation has passed from being a parent's despair and a teacher's frustration to being the object of concerted efforts in the society as a whole. To a considerable degree this change was augmented through the persistence and dedication of a gifted and creative pioneer. Ruth Strang was one of a half dozen educators who through their own insightful scholarship and potent influence upon two generations of students worked the miracle. . . . We who are charged with the cultivation of the human potential, with its endless variety and limitless possibilities for excellence, are fortunate in the legacy of Ruth Strang, who chose selflessness as her fulfillment and the world as her family.

Editorships Change Hands

With the April issue of *The Reading Teacher*, Marjorie S. Johnson

and Roy Kress handed the responsibility of the journal to Lloyd Kline and pledged, "...our continuing support and (we) look forward with high hopes to the future for all IRA publications and their contributions to improved reading for all." With the May 1971 issue of the *Journal of Reading*, Margaret Early and Harold Herber's term ended as the editors. The four editors had served well a readership that spanned many nations. IRA reached another milestone, the point at which it could hire a full-time professional editor to handle two of its journals.

The IRA Goes to Atlantic City

Because of the enormous size of the Convention and the priority demand of conventions for the spring months, IRA had to start selecting its sites well in advance. In November 1970, the Board selected Anaheim for 1976. Today, Ronald W. Mitchell investigates possible sites ten years ahead of the convention.

President Cleland emphasized the Right to Read at the Annual Conference and chose as the theme, "...that all may read." He let it be known that each person and every group in the IRA could substitute for the three dots what they personally could do that all might read.

The invitation had been extended, "Come and stay all week," and the invitation was genuine. The sixteenth *Perspectives in Reading* conference started at nine o'clock on Monday morning as did some of the ten Preconvention Institutes. Most of the Preconvention Institutes reflected the work of the Association's committees during the year.

Most of the conferees arrived in Atlantic City by means of a long limousine ride from the Philadelphia Airport. Some took the commuter flights and fervently wished they were arriving by limousine.

It was a little cold to be on the beach, but the boardwalk was the busiest feature of the convention. The venturesome were soon out seeing the town and loving every minute of the jitney rides. More than one IRA woman found her way backstage in the main auditorium and stood for a moment on the riser clearly labeled "Miss America."

President Cleland spoke at the first general session and stressed the importance and the opportunity of the Right to Read Program.

Distinguished Leaders Addresses were given by Clara Cockerille, Nancy Larrick, Theodore Clymer, and Paul H. Masoner. The program included symposia, microworkshops, seminars, and nearly every other kind of program imaginable. Forty microworkshops alone were presented.

At the Annual Banquet, Kenneth J. Rabben of the *Baltimore News American* was presented the Media Award. William T. Fagan of the University of Alberta was given the Outstanding Dissertation Award. His major professor was Marion Jenkinson. It was noted that producing Dissertation Award winners had almost become routine for Jenkinson.

The text of the Citation of Merit honored one of reading's greats:

The International Reading Association salutes Emmett Albert Betts who would rather demonstrate than lecture. His tireless energy, engaging personality, and interdisciplinary curiosity have inspired countless students; his concept of reading levels has enabled generations of children to learn without frustration; his dedication to research has furthered the development of a firm basis for classroom practice.

For his stimulating influence and contributions the Association honors him with this Citation of Merit.

A Special Service Award was presented to the person who had done so much for the Television Committee, Edward Hallack:

The International Reading Association thanks Edward Hallack of television station KDFW for the exceptional interest he has displayed and the effort, talent, and time he has expended in producing two videotapes as a public service for IRA. His contribution has been extremely helpful to the Association and his efforts to improve reading abilities are greatly appreciated.

At the Book and Author Luncheon, Donald L. Cleland ended his term as the head of the organization he loved so much and had served so well.

Chapter Eleven

With a Vision of the Future

Fifteen years after William S. Gray handed over the gavel of IRA, it was taken up by his former student, Theodore L. Harris. President Harris had long been an outstanding contributor to the work of the Association, as well as an outspoken critic in matters with which he did not agree. One of President Harris' goals for his administration was to make the operations of the Association more responsive to the desires of the members. He felt that a more concerted effort should be made to find and to implement the will of the members. President Harris also held that the Association should take a greater leadership role in dealing with governmental agencies. He felt that as a result of so many years of financial strain the Association tended to concentrate on short term goals and immediacy. It was a time period in which more money than ever before was available for reading education, and President Harris saw it as an unparalleled opportunity to expand the services of the Association and to deal with some of the problems that assailed reading instruction in general and the Association in particular.

William Eller, William J. Iverson, and Eunice Shaed Newton were newly elected Board members and William K. Durr was the new president-elect. Board work increased greatly. It was common at each meeting for the Board members to be faced with a new stack of papers three inches high and an enormous agenda.

During this period, the Board gave increased attention to matters of policy and long range concerns. A greater amount of the work was delegated to the Association's committees and to an expanded Headquarters staff. The Board did not work less; it simply shifted its concerns more to policy decisions and to resolving long term problems.

During the year, about 40 IRA committees and more than 400 committee members carried out their specific charges. The two commissions initiated by Past President Cleland continued to work. The Commission on High Quality Teacher Education wrote and got others to write resource modules for reading teacher education and some of the modules were field tested during the year. Commission members presented the modules at a Preconvention Institute at the Annual Convention.

New committers were appointed by President Harris. The first of these was the Accountability and Performance Contracting Committee with George B. Brain as chairperson. In the United States it had been argued for a number of years that education might be better managed along the lines of a business or industry than in traditional ways. For the first time, on any extensive basis, business tactics were tried in educational settings with pay being tied to achievement levels of students. Many educators were skeptical. The Association sought straightforward answers to questions about accountability and performance contracting in the area of reading. In its first year of operation, the committee made a general study of performance contracting and noted that few empirical data were available. The committee also planned a position paper on incentive pay for those people teaching reading under performance contracts.

Another new committee on Early Childhood and Reading Development was chaired by Dolores Durkin. The group wrote guidelines for reading readiness and reading activities in child care centers. At the Annual Convention in Detroit, Chairperson Durkin and committee members Esther M. Cole and Joanne R. Nurss presented papers reflecting their committee's charge.

The Disabled Reader Committee was reorganized as two separate groups: one, retaining the same title, focused on reading instruction in clinics and instruction of children with learning disabilities; the second, Reading for the Disadvantaged, was concerned with disadvantaged minorities (especially Blacks, Spanish-Americans, Indians, and Appalachians). The former committee prepared a position paper on the nature of severe learning disabilities and on the prevalent practice of some individuals, institutions, and publishers of advertising to present their programs and materials as panaceas. The members worked to involve people from several disciplines in the problems associated with learning disabilities. In addition, at the Annual Convention they held a session that attended to legal, moral, and educational implications of labeling children. The Reading for the Disadvantaged Committee did a survey of innovative programs for the disadvantaged in the United States, sponsored a seminar at the convention, and planned for a committee publication on reading for the disadvantaged.

Another new committee, Instructional Technology and Reading, at least partially absorbed the functions of the old Automation and Instructional Technology Committees. This new body developed seven Preconvention Institutes and four convention programs, planned a committee publication, and formulated recommendations for the Resolutions Committee concerning the educational content of television.

One of the major thrusts of the Association during the Harris administration was the continuing support and extension of the Right

to Read Effort. The use of paraprofessionals in reading instruction was a big part of Right to Read, as were other projects designed to improve reading instruction. Marian Lee Vick was chairperson of the Paraprofessionals and Reading Committee. President Harris asked the committee to prepare guidelines for the selection, training, and supervision of reading paraprofessionals and to identify ways the Association could aid Right to Read tutors. A list was made of criteria for the selection and training of the paraprofessionals and the teachers who would work with them. The members also met with Donald G. Emery of the National Reading Center, a part of the Right to Read Effort, and answered questions and offered suggestions. The committee held a joint meeting with Emery and members of his staff at the Annual Convention. The concerns of the Paraprofessional and Reading Committee members were reflected in a resolution adopted by the Delegates Assembly:

BE IT RESOLVED that the International Reading Association take the position that 1) many adults and youths can be trained to do specific tasks as volunteer tutors and/or paid paraprofessionals to assist others in learning to read under the supervision of a professional teacher; 2) competency based programs for volunteer and/or paid paraprofessional training and orientation should be encouraged; and 3) teachers, school administrators, and boards of education should facilitate and cooperate with competency based volunteer and/or paid paraprofessional programs.

President Harris and several members of the Board were concerned that the activities of the Association be in line with the desires of the members. Many believed that the vast majority of members were elementary classroom teachers, while others suspected that most members were reading specialists. Obviously, the composition of the membership should make a difference in the orientation of Association publications, conferences, and other activities. Little data had been compiled about the specific professional jobs of the members. The Evaluation Committee, under Chairperson Walter H. MacGinitie, was asked to gather such information. A form was designed and mailed to all members. The committee also conducted sixty-five interviews at the Annual Convention to gain insight into how well the convention met the interests and needs of those who attended.

Roger C. Farr's Evaluation of Tests Committee held a conference at Indiana University on measurement factors related to the three main educational issues of the day: performance contracting, accountability, and the disadvantaged. Particular attention was given to criterion referenced tests. This group also helped in the development of a future issue of *The Reading Teacher* devoted to measurement in reading. The IRA Reading Aid, *Reading Tests for the Secondary Grades*, was also a product of their work.

A number of other committees, including committees that worked jointly with committees from other associations, diligently carried out their charges for the year. There was considerable expansion of IRA involvement with other organizations and agencies, including governmental agencies. The Association joined with other organizations in publishing books and materials, holding joint conferences, and participating in conferences. This effort increased IRA member interest in other professional organizations and aroused the interest of members of other organizations in joining IRA.

Eleven cosponsored meetings were held at the general conferences of other organizations. Twelve cosponsored meetings were held at the Detroit Convention and included such groups as the Association for Childhood Education International, the American Educational Research Association, and the Orton Society. During the year, IRA members were involved in joint action with twenty-seven organizations, including the Association for Children with Learning Disabilities and the Interassociation Council on Test Reviewing and National Teacher Examination.

The Association encouraged its members to support the Right to Read Effort and many leaders used their influence to try to get increased funding for Right to Read. The Association published reports on the activities of Right to Read and cosponsored workshops and a variety of meetings ranging in scope from Annual Convention sessions to local councils working with local Right to Read centers.

During the year, President Harris and Ruth Love Holloway, Director of the Right to Read project, issued a joint letter in which they urged local IRA councils to support the Right to Read and use their activities in local programs. *The Reading Teacher*, the *Journal of Reading*, and other publications disseminated information about Right to Read and IRA leaders included information about the Right to Read in their many speeches during the year.

The year was marked by a number of significant achievements in the area of publications. One long awaited development was the employment of a full-time editor to assume responsibility for *The Reading Teacher* and the *Journal of Reading*. Up to this time, various members had donated their editorial services.

Lloyd Kline read about the position through a newspaper ad which called for an editor with a reading education background. This editorship seemed to be exactly the type of job Kline had envisioned for himself; and, further, the work was in the geographical area where he preferred to live. Kline and his journals staff were located at Headquarters.

When Kline came to the job, he was acutely concerned about maintaining a continuity between the journals of the past and their new editorial management. He asked all four of his immediate pre-

decessors to serve as editorial advisors. Marjorie S. Johnson, Margaret Early, and Roy A. Kress agreed to serve as advisors, and Harold Herber was named editor-at-large. Kline made a number of changes in the journals' appearances but few were made in substance, intent, or audience.

The October 1971 issue of *The Reading Teacher* was the first under the new editor. Contributing editors included Emmett A. Betts, Robert Karlin, Constance McCullough, and Russell G. Stauffer. The cover featured a new design each month. The practice was initiated of inviting a well-known person outside the field of reading to offer a comment on reading. This feature continues to appear on the inside cover of *The Reading Teacher*. New features included: "Crossfire," designed to provide questions and comments from readers; "Interchange," which presented fresh ideas for use in the classroom; "Critically Speaking," a roundup of notes on all types of new instructional and professional materials; "Researchlights," devoted to abstracts of new research studies; and "The Membership Card," which announced news, events, and special opportunities for IRA members. Returning features were Eleanor Ladd's "The Clip Sheet" and Joseph Nemeth's "In Other Magazines."

The theme of the November issue was "The Right to Read: Beyond the Ringing Phrase." It contained an article by Ruth Love Holloway, Director of the Office of Education's Right to Read Program.

The Reading Teacher, itself, was the subject of the February 1972 issue in the "Crossfire" feature. Several letters praised the new look and content of both *The Reading Teacher* and the *Journal of Reading*. However, one letter asserted that the new format was "... simply deadly, of no interest at all to me or to many other colleagues... attention paid to research and methods seems minimal." This single correspondence was in sharp contrast to the several laudatory letters, one of which said "the last two issues reflect a professional commitment without loss of the human interest touch."

The May 1972 issue ended the twenty-fifth volume year of *The Reading Teacher* and included some commemorations of the event. In his editorial, Lloyd W. Kline described the development of *The Reading Teacher* over twenty-five years. William C. Davies, chairperson of the History Committee, started with the words, "Ah yes—I remember it well," and wrote "The *ICIR Bulletin* Revisited," which gave a chronology of the forerunner of *The Reading Teacher*. Virginia B. Hoyle, a member of the regular editorial staff, contributed an article which detailed briefly *The Reading Teacher's* history and gave some thoughts about its expansion in years to come.

The *Journal of Reading* also changed in appearance beginning with the October 1971 issue. The outer cover featured a photograph each month; and the text type styles and the journal's general organi-

zation changed as well.

The regular features included "Viewpoint," a forum for readers to express their ideas and opinions; "Open to Suggestion," a column where successful classroom practices could be shared with professional colleagues; "Study Sheet," a column devoted to notes on new research studies; "ERIC/CRIER," edited by Richard Earle; "Reviews," including reviews of new instructional materials; and, finally, "IRA Clipboard," designed to give reports of special activities, opportunities, and materials of interest to IRA members. Both the *Journal of Reading* and *The Reading Teacher* had a greater number of pictures and illustrations and used a far greater amount of white space to make them more attractive.

Samuel Weintraub and Roger Farr continued as coeditors of the *Reading Research Quarterly*. When subscribers picked up their Summer 1971 issue of the *Reading Research Quarterly*, some were a little startled to find an article published previously in 1917. This was Edward L. Thorndike's classic study, "Reading as Reasoning: A Study of Mistakes in Paragraph Reading." Also included were discussions of the impact of this classic study on the field of reading. The reprinting of a classic study, followed by the commentary of present day scholars, was planned as a continuing practice for the *Quarterly*. The editors also projected issues devoted to specific research problems.

In line with other dimensions of the Association, it was decided that more readership reaction would be featured in the *Quarterly*. "Reader's Reaction" was initiated contingent on whether the readership would indeed react. The Spring issue proved beyond doubt that they would.

Out of its committees, conferences, institutes, special projects, and individual contributions, the Association released twenty-one new or revised individual volumes. Some had been developed during the year; others had been under development for a number of years. Among these volumes were: the IRA/Elva Knight Research Monograph, *Reading in the Content Areas*, edited by James L. Laffey; the Third IRA World Congress Proceedings, *Improving Reading Ability Around the World*, edited by Eve Malmquist and Dorothy K. Bracken; and a Perspectives in Reading, *Folklore and Folktales Around the World*, edited by Ruth Kearney Carlson.

Executive Secretary Staiger received a letter requesting that the Association distribute publications of the United Kingdom Reading Association in the United States. The Board decided that such action was appropriate since the United Kingdom Reading Association was an affiliate. In the course of the year, IRA offered three new individual volumes from the United Kingdom affiliate. Meanwhile, the UKRA began distributing IRA materials in the United Kingdom.

For some time, the Association had talked of having a full-time re-

search director on the Headquarters staff. The Board decided to hire such a person to: 1) interpret research for the membership, 2) provide researchers with feedback from practitioners, and 3) act as a catalytic agent to elicit contributions to reading from other disciplines and disseminate reading research information to those disciplines.

Stanley F. Wanat was selected as the first Director of Research. Among Wanat's many plans for his office was the development of a series of interdisciplinary seminars in reading, the first of which was to be funded in part from the IRA/Elva Knight Research Fund.

One of the new benefits offered by the Association was the Discount Book Service. Through this agency, the Association developed a catalog of both fiction and nonfiction books from a number of different publishers. These books could be bought by IRA members at a 25 percent discount. One reason the Association chose to initiate this service was that many IRA members live in remote areas where books are relatively difficult to find.

The Association became aware of the need for a directory of graduate school programs and faculty in reading. A project was begun to collect information for a directory which would include a list of the graduate reading programs in the United States and provide information on their size, special resources, course offerings, degrees available, and teaching personnel. This collection eventually resulted in the publication, *Graduate Programs and Faculty in Reading*, edited by Stanley F. Wanat and released in 1973.

Better computer services also were developed at Headquarters to study the needs of the Association and the readership of the journals.

Regional conferences grew in number, attendance, and professional stature. A committee was organized to initiate Canadian regional conferences. Extensive plans were laid for a study of the effectiveness of regionals and considerations were given to the development of regionals in national affiliates.

An additional area of expansion for the Association was in extending official approval to special interest groups. The question had been raised concerning the need within the Association for some kind of relatively permanent organizational structure for those who want to get together regularly to study a particular dimension of reading. Once again, the old question arose of whether a splintering effect might take place. A group, calling itself the Special Interest Group on Two Year College Reading Programs, had met at the Atlantic City convention, elected officers, and eventually applied to the Board of Directors for official status. The majority of the Board felt such a group would be in the best interest of the Association. The Bylaws Committee was asked to prepare the necessary changes. It was decided that a special interest group could be formed if it included at least twenty-five individuals who were members of the Association. Board action was, and still is,

necessary for the formation of each special interest group. The Bylaws specified that no special interest group could be associated with, or stem from, any commercially published program or package. Each special interest group was required to submit to the Association one dollar per member for each fiscal year. This requirement was later revoked. The general channels and operations of the Association, as well as meeting space and scheduling at the Annual Conventions, are open to officially constituted special interest groups. The Board gave official approval to the first of these internal organizations, the Special Interest Group on Two Year College Reading Programs. Later, the Special Interest Group for Language Experience and Reading was established under the guidance of Russell G. Stauffer.

Special interest groups are open to members throughout the Association. They are not to be confused with special interest councils which are limited to specified geographical areas and which date back to 1968. At the time of the Annual Convention in Detroit, there were eight special interest councils, most of which were statewide; some, however, crossed state boundaries; and one was countywide. One special interest council was chartered during the Harris administration, the Indiana Association for Professors of Reading Education.

From time to time, dissatisfaction had been expressed about representation among the elected officers and Board members. One of the foremost questions had to do with geographical representation. Individuals from some states pointed out that none of their people had ever been elected to the presidency or the Board, and they felt that whole geographical areas in the United States were not very well represented. Others believed that because there were so many members from the United States, members from other nations—including Canada—would have difficulty ever succeeding to the presidency.

The custom of having a Canadian on the Board at all times had evolved into a general policy, but the way of providing for the implementation of that policy remained vague. No one was quite sure how the matter could best be resolved if, at some point, all Canadian candidates running for the Board were defeated. Many Canadians insisted they did not need nor want to be granted any special treatment. They wanted their members to run in open elections and win or lose on their own merits. Others argued that too many persons voted along national or regional lines and merit was given secondary consideration. Some argued that a Canadian representative should be elected by Canadians.

The Policy Manual did not specify a Canadian but it did state that, at all times, there should be a minimum of one Director who was not a resident of the United States. To achieve greater international input, the Board had repeatedly asked Eve Malmquist of Sweden to serve as a special International Representative to the Board. Some felt,

however, that if the position of International Representative were continued, it should be on an elective basis.

Board consensus was that stress on geographic representation would lead to an obligation to represent the special interests of a segment of the membership rather than to a responsibility to all members of the Association. Further, it was felt that if specific regulations insuring geographical representation were made, the call would soon be made for representative considerations of a number of categories such as sex; age; research or teaching interest; employment level (elementary, secondary, college, university); public or private school assignment; ethnic consideration; or, perhaps, the one person-one vote concept. The potential for divisiveness seemed so great, it was decided that the Association would leave the matter to the fairness and good judgment of the Elections Committee.

Previously, Margaret Early had suggested making a study to determine the fairness of representation among the various segments of the Association. The study, covering elections from 1961 through 1972, revealed that although representation was not ideal, it was far more equitable than most people believed. Based upon the membership, percentages were derived of presidents and directors expected to be elected from various geographical areas. The expectancy for the East was 13 percent and 13 percent had been elected; for the Great Lakes, 8 percent and 11 percent had been elected; for the Southeast, 8 percent and 4 percent had been elected; for the Far West, 8 percent and 7 percent had been elected. The Plains Region's ratio was 5 percent to 5 percent; the Southwest's ratio was 3 percent to 3 percent; the Rocky Mountain Region's expectancy was 1 percent and none had been elected; the Canadian expectancy was 1 percent and 5 percent had been elected. The expectancy for areas other than the United States and Canada was less than 1 percent, and one person had been elected.

With regard to distribution by sex, sixty-one men had been nominated and twenty-five elected, while forty women had been nominated and twenty-four elected. A detailed analysis of the representativeness of the nominations and elections is included in Appendix M. Presidents making committee appointments, election committees making nominations, and other individuals and groups in IRA have always tried to be fair and equitable with regard to the diverse groups within the Association.

Jack W. Humphrey continued his splendid work as chairperson of the Membership and Organization Committee, United States. The committee was composed of the chairpersons from each of the seven regions. Several state chairpersons were appointed to new three year terms. In keeping with the drive for increased attention to the desires of the membership, local councils and state officers were asked to play a more significant role in the selection of state chairpersons. The Board decided that, in states where no state councils existed, a poll be taken

of local councils in the selection of a new state chairperson. In states where state councils do exist, the state president should be requested to poll all local councils and the state board of directors.

At the national level, Humphrey's committee worked to increase communication; to keep morale high; and to give state and local organization and membership people ideas, techniques and direct help when needed to increase the membership and the number of councils. Newsletters were frequently sent to the state level leaders, many of whom in turn sent out their own newsletters. There were more than 48,000 members and subscribers during the year. Humphrey resigned his position as of the Detroit meeting. Under his direction, the structure of the committee had changed considerably, and the kinds of services the committee rendered had expanded. The number of members and councils had grown tremendously, and the number of state councils had doubled. Jack W. Humphrey ranks as one of the Association's finest Membership and Organization leaders.

Grace Walby was chairperson of the Canadian Organization Committee. During the year, there were more than 1,600 IRA members and thirty councils in Canada. As elsewhere, there were far more local members in each of the various local councils than there were IRA members.

Chairperson Walby's committee spent most of its time and effort in the specific work of establishing councils and increasing the total number of members, but the group also asked Jean Robertson to develop a Preconvention Institute on "Teachers of Reading as a Very Important Variable in Reading." Fourteen Canadians were on that program including Jean E. Robertson, M. Patricia Browne, William Fagan, and Carl Braun. The committee was also involved in the Third Annual Canadian Breakfast, the *Canadian Newsletter*, and Canadian efforts to promote International Book Year.

The Association had a new surge of growth and development around the world. The Board recognized the need to appoint individuals in different parts of the world to help establish councils and affiliates and to gather information about developments in reading in various geographical areas for IRA publications. The Board decided to name area coordinators to do this work and assume other responsibilities as needs emerged.

Marie Clay was named Area Coordinator in Australia and New Zealand. New Zealand reported 152 members and subscribers by March 1972. The Third New Zealand Conference was held in May 1972; it was one of the highlights of reading education for the Auckland Council and for the rest of the country. As reading people gathered at Auckland's Intercontinental Hotel, many felt this meeting would set the tone for their reading conferences for some time to come. Helen Huus of the United States and Angela Ridsdale of Australia were featured guest speakers. At the New Zealand Conference, the Auck-

land Council presented its first Special Service Award to its founding president, Yvonne Malcolm (Chapman-Taylor).

The Wellington Council in New Zealand flourished with attendance reaching 200 at various meetings with speakers Marie Clay, Helen Huus, Evelyn Spache, and George Spache.

The Indian Reading Association was established in March 1972, and its first president was D. S. Rawat. H. P. Rajguru of Indore was appointed Area Coordinator for South India. Rajguru has been instrumental in making reading instruction increasingly important in the teacher training programs of India, particularly in the state of Madhya Pradesh; in developing standardized reading tests; in initiating reading research work; and in organizing reading extension work in Ranchi, Jabalpur, Bhopal, Sagar, and Indore.

Local units of the Reading Association were operating in more than a dozen cities of India. In a letter to the present author, Rajguru wrote, "The explosion of knowledge and awakening of the intelligentsia in this country are rapidly developing the inclination for reading. . . . I am pleased to state that, due to the efforts of the IRA, reading is finding a prominent place in the academic field in this country."

Chinna Chacko (Oommen) was named Area Coordinator for North India, Hariprasad P. Rajguru for South India, Lily Ayman for Iran, Takahiko Sakamoto for Japan, and John Abiri for Nigeria.

Memberships and subscriptions went from Headquarters to 70 nations. Two hundred and five went to Australia, 106 to Great Britain, 43 to the Philippines, 35 to Sweden, 28 to Japan, and 26 to Denmark. Poland and the Soviet Union also received memberships and subscriptions.

There were ongoing national affiliates in Denmark, France, West Germany, Israel, Japan, Nigeria, Norway, Sierra Leone, Sweden, and the United Kingdom. India and Finland were granted charters as new national affiliates.

During the year, Eve Malmquist was International Representative on the Board, chairperson of the International Development Committee, and IRA chairperson for International Book Year. These affairs could not have been in more capable hands nor in the hands of anyone more dedicated to the expansion of IRA on the international scene.

Another milestone in the Harris administration was the opening of the IRA European Office, something Malmquist had urged since 1968. It was felt that the European Office would be the medium through which most of Europe could be brought into the Association. Elisabeth Boucherant, who worked halftime for the World Confederation of Organizations of the Teaching Profession, was hired on a halftime basis to direct the operations of IRA's European Office. Soon the operations were expanded, and Ella Madsen Chapellier was hired as a part-time clerk. The European Office was responsible for liaison between the IRA and the World Confederation of Organizations of the Teaching

Profession and other agencies in Europe. The Office was also responsible for handling correspondence, producing informational brochures, translating materials, and collecting and forwarding to Headquarters information about developments in reading in European countries.

December 6, 1971 was a red letter day for Eve Malmquist. At 9:30 that morning he presided at the Association's first European Seminar on Reading. For many years, he had urged the Association to bring together leaders of reading education in Europe to find ways of aiding one another in the promotion of literacy, teacher education, and reading research. The roll call for that meeting reflected a galaxy of important individuals:

Richard Bamberger of Austria, Paul Sablon and Jean Burion of Belgium, Mogens Jansen of Denmark, John E. Merritt of Great Britain, Irja Hietanen of Finland, Jeanine Chavardes and Claude Philippe of France, Renate Valtin of Germany, Vincent Greaney of Ireland, Enzo Petrini of Italy, Paul Dickes of Luxembourg, A. J. Wilmink and B. T. Brus of the Netherlands, Ingrid Doblau and Kjell Skogen of Norway, and Francois Rostan of Switzerland. Andrée Girolami-Boulinier of France also joined the seminar for limited periods. Elisabeth Boucherant and Ella Chapellier represented the IRA European Office.

President Harris and Executive Secretary Staiger also attended the meeting. At that meeting, President Harris presented a charter to the newly affiliated Finland Reading Association with Sakari Karppi as president, Raija Syv  lathi as vice-president, and Irja Hietanen as secretary.

At the European Seminar, representatives of the various countries discussed: 1) IRA activities in their countries; 2) ways of improving communication of research, teaching methods, and organizational patterns for reading instruction; and 3) future plans for the European Office. John E. Merritt suggested that, though there was presently an information deficit with regard to reading instruction, the group was moving toward creating an information overload. Certainly, there was no lack of imagination in the group; and, even after some of the most ambitious suggestions were dropped because they were not practical, the Seminar adjourned with a rather staggering set of services outlined for the European Office. President Theodore Harris summarized the suggestions,

... a newsletter in which information will be exchanged is a desirable next step for the European Office and that the office should work with Headquarters and the Overseas Representative to the IRA Board of Directors. The European Office can serve as a source of information on materials; can engage in limited translation of materials; and can serve as liaison between IRA and estab-

lished councils as well as liaison between IRA, UNESCO, and other international bodies. It can also aid in arranging meetings and contacts among groups concerned with reading and can be a focus for acquiring information and materials about reading in Europe. Eventually, it can be a depository for research documents in Europe and, as a part of its information center functions, can collect an index of specialists in reading in Europe for the use of interested parties.

The activities of International Book Year were reported, and plans were discussed for the 1974 World Congress to be held in Vienna.

Everyone seemed to be pleased at the beginnings made by IRA's First European Seminar. Although some were distressed with the great divergence of ideas, President Harris pointed out that it was a policy of IRA to foster and entertain all points of view and, by presenting a divergence of opinion, the group was very much in keeping with traditions of the Association.

Reading Today International was a direct outgrowth of the First European Seminar. Its purpose was to stimulate and expedite the exchange of information, ideas, and viewpoints particularly for IRA members, individuals, and institutions outside the United States and Canada. Elisabeth Boucherant edited this quarterly newsletter, and it was published in English and French. The first issue appeared in February 1972.

Theodore Clymer offered to contribute necessary funds and presented a proposal to the Board for a \$1,000 fellowship to be granted to a research worker in a country outside North America. The Board accepted the proposal and authorized an Institute of Reading Research Fellowship to be awarded to a researcher in some country other than Canada or the United States. The International Development Committee was asked to identify the recipient of the award. Nominations were received from four countries. The award was made to Takahiko Sakamoto of Japan.

Robert Karlin was appointed chairperson of the subcommittee for the Fourth World Congress, and his group made extensive plans for that meeting. Julia Polito-Castro of Argentina was appointed local arrangements chairperson for the Congress. She was invited to meet with the Board to make plans for the meeting. Her expenses were paid from a fund contributed by Mildred Dawson for that specific purpose.

The *Annual Report* for 1971-1972 stated that the Association will miss the support and friendship of the following leaders and friends of reading who died during the year: Dermot Abernathy, James E. Allen, Theodore K. Booker, Sir Cyril Burt, Bennett Cerf, Verner Clapp, Mable R. Hearne, Kathleen McDonald, Garry Cleveland Myers, Walter J. Peterson, Marion R. Traube, and Wendall W. Weaver.

At the time of James E. Allen's death, the Association was greatly involved with the Right to Read effort which he had helped to initiate when he was United States Commissioner of Education.

The Seventeenth Annual Convention was held in Detroit, May 10-13, 1972. Many IRA leaders were in town during the days before the Convention officially opened. Special meetings, the Perspectives in Reading Conference, and Preconvention Institutes occupied the attention of those who came early. There were eleven Preconvention Institutes, many of which were developments of the Association's various committees.

President Harris wanted the focus of attention placed on conferences, their interests and needs, rather than on the superstars of the field. He dispensed with the Distinguished Leaders Addresses that had been a part of previous conventions. He planned the most diversified program in the history of the Association in an effort to provide for the tremendously varying interests of the 10,000 persons who came to that Convention.

To maximize the participation of those attending, many small group seminars and workshops were provided. The 1971-1972 *Annual Report* stated that, "At times, those attending could select from over sixty different offerings during a single hour." To set a tone of conferee involvement, the Convention proper began with smaller group meetings such as Field Leaders Activities and special interest group meetings. The First General Session was not held until 7:30 in the evening.

President-Elect Durr assisted President Harris in the implementation of the program. Together they selected more than 800 program participants. Most of these participants were from the United States and Canada but France, Japan, Hong Kong, Nepal, Sweden, and Great Britain were represented also.

Local arrangements for the Convention were ably handled by the Local Arrangements Committee under the directions of Chairperson Arthur M. Enzman and Honorary Chairperson Gertrude Whipple.

The Convention centered in Cobo Hall but the meeting rooms of all nearby hotels were filled, and the streets around the entire area were jammed, with IRA conferees. One fellow wandering around Cobo Hall was interested in what the letters IRA represented. Upon being told, he replied that at first he had thought it might be the Intercity 'Rassling Association, but when he looked at the people he knew that could not be true.

Many Americans took advantage of the proximity of the Canadian border and made short excursions into nearby Canadian areas. Some visitors to Windsor were startled to discover they had to travel south from Detroit to reach that Canadian city.

Meetings everywhere were crowded or overflowing. General Session speakers included some of the Association's own outstanding leaders as well as a number of people who represented an expanding

vision of the Association. For example, the Second General Session featured Jerome S. Bruner. The Third General Session included Sidney P. Marland, Jr., United States Commissioner of Education; Ruth Love Holloway, Director of Right to Read; C. Albert Koob, President of the National Catholic Educational Association; and Donald G. Emery, Executive Director of the National Reading Center.

The Delegates Assembly heard a number of reports, but most of its attention centered on the resolutions presented by Chairperson Millard Black for his Resolutions Committee. In addition to the resolution previously discussed, the Assembly also passed a resolution that stated, in part,

WHEREAS, violence in varied forms has increased until it is a matter of both private and public concern to a degree hitherto unimaginable; and
WHEREAS, people within and without the educational profession have been concerned for many years with the violence and aggression shown on television; and

WHEREAS, a recent report from the Office of the Surgeon General of the United States says in part, "Repeated exposure to televised aggression can lead some children to accept what they have seen as a partial guide for their own actions. As a result, the present entertainment offerings of the television medium may be contributing . . . to the aggressive behavior of many normal children;" and

WHEREAS, neither the communications industry nor the various regular agencies appear to have taken realistic measures designed to eliminate the violence historically presented by the medium; therefore

BE IT RESOLVED that the Delegates Assembly expresses the official concern of the Association over the failure of the industry to correct this condition and of various regulatory agencies to effectively direct the industry to correct programing known to be potentially dangerous to children and youth. . . .

Another resolution passed by the Assembly dealt with minority group identity and stated,

WHEREAS, racism has caused minority groups to be classified as inferior people, and education itself sometimes reflects the racism of the society by treating cultural differences as cultural deficiencies; and

WHEREAS it is both undesirable and impossible to obliterate either a culture or a language; therefore

BE IT RESOLVED that 1) IRA oppose any reading instruction which reflects the idea that minority groups are culturally and linguistically deficient, and that their culture and language must be obliterated before they can achieve in reading; and 2) IRA support reading programs, instructional procedures, and materials which recognize the validity and legitimacy of the culture and language of minority groups.

Even though a study of the past elections had shown a reasonable (albeit imperfect) representation of geographic areas, apparently the Delegates Assembly wanted a specific design for such representation and for some kind of equitable representation of the varied professional roles of the members of the Association. The Assembly passed a resolution to the effect that an ad hoc committee be appointed to develop models of selection or other procedures which might achieve those goals. The models or procedures were to be presented at the next Delegates Assembly.

It was a good year for dissertations. Outstanding Dissertation Awards were presented to: Dianne J. Sawyer of Cornell University; Barbara D. Stoodt of Ohio State University; and, again this year, to one of Marion D. Jenkinson's students, Robert K. Jackson of the University of Alberta.

The Annual News Award was presented to Josephine M. Novak and the *Baltimore Evening Sun* for an outstanding series of articles, "Dyslexia: What Is It?"

The Special Service Award was presented to Joyce M. Morris, a founding member of the United Kingdom Reading Association, "...whose thorough studies of reading standards and programs exemplify her continuing effective service to scholarship, teachers, and children."

The Association's Citation of Merit was presented to Guy L. Bond. He was saluted as

a scholar of world repute, master teacher whose students occupy strategic positions in universities and public schools, author of professional books and instructional materials which have had broad influence, friend and counsellor to countless members of the profession.

In addition to their work in collecting data for a history of the Association, William C. Davies' History Committee spearheaded the development of the first Past Presidents Luncheon. That meeting was held on Friday at the Convention. It was entitled the "William S. Gray Memorial Past Presidents Luncheon" and the speakers were Past Presidents Morton Botel and Albert J. Harris. For many, the gathering afforded a splendid opportunity to meet old friends and talk about by-gone days.

The Saturday sessions were planned with the idea that many teachers from the local area would be present who had not been able to attend the other sessions of the Convention. Saturday's program was under the general direction of Roy A. Kress. The sessions all consisted of live or videotaped demonstrations of "Translating Theory into Practice in the Classroom and Clinic."

At the Book and Author Luncheon, the internationally known writer, Isaac Bashevis Singer, spoke on the topic, "Old Truths and New

Cliches." At that meeting, Theodore L. Harris ended his term as President of the IRA. During the Harris administration the Association gained a stronger financial position, became more influential with governmental and other agencies, made significant progress in international aspects, and became more responsive to its own members than ever before.

Durr Becomes President

William K. Durr became IRA president in the spring of 1972. President Durr was internationally known for his scholarly work and for the materials he had written for children. Durr had served the Association in a leadership capacity from the local council level to the Board of Directors. He was also the only former fighter pilot to succeed to the IRA presidency.

President Durr had several goals in mind for the Association during his administration. He urged a renewed emphasis on the work of the Association at the grassroots level. He had long maintained, as did many others, that the real strength of the Association lay with the local councils. He was an advocate of international development but felt that the Association was occasionally inclined to become so enamored with a small membership in some exotic and remote place in the world that less emphasis than was due was given to the hardworking, loyal, and numerous local council people in the United States.

President Durr wanted the Association to become more involved in legislative matters at national, state or province, and local levels. He asked that a Legislative Committee be created, wrote presidential letters urging members at various levels to become active in the political arena, and included in the Convention program sessions dealing with legislative matters.

While President Durr was keeping an eye on legislative matters, the legislature was noticing him. On March 22, 1973, the State Senate of Michigan passed a resolution of tribute to William K. Durr for "... his immense contributions to the children of the world in basal reading skills."

The new president hoped that significant progress could be made on building the new IRA Headquarters. There had been many necessary delays, and each delay was a disappointment to IRA members everywhere.

President Durr wanted to develop a more comprehensive committee structure in the Association. He believed that committee work was important and that much more time and effort should be spent by officers and Board members in developing new committees, phasing out ineffective or obsolete committees, developing realistic and clear-cut charges, and selecting members for the committees.

Harold L. Herber, Helen K. Smith, and Grace Walby were new to the Board in this administration, and Millard H. Black was president-elect.

The Board set several budgetary priorities for the year but did not order them according to priority: 1) to enhance international development; 2) to publicize and acquaint the membership with IRA's activities and purposes; 3) to add significantly to the Building Fund; 4) to provide additional services to councils; 5) to develop more services in the evaluation of materials and programs in reading; 6) to reappraise the extent to which the Association was meeting membership needs; and 7) to take a stand on controversial issues, especially legislative issues.

By action of the Board in January 1973, *chairmen* of the Association's various committees became *chairpersons*. More than 300 persons were asked by President Durr to serve on IRA's committees, and there was a considerable turnover in committee membership. Most of those who were asked to serve were new to the committees. Less than a dozen were asked to serve a third year or more on a committee, and only for extraordinary reasons. Twenty-two persons were asked to serve on two committees and only three were asked to serve on three committees. Every state in the United States and each province of Canada had representatives on IRA committees that year.

President Durr sought to develop a more comprehensive committee structure by appointing several new committees: Improving Teacher Competencies, IRA/Association of State English and Reading Specialists, Legislative, Library Resources and Reading, Media Productions, Open Classroom and Reading, and Reading as Information Processing.

Like new committees of the past, most of these groups spent the year examining their charges, deciding on strategies for meeting their charges, discussing priorities, and preparing suggestions for the committee in future years. Some of these committees did progress rapidly enough to prepare a convention program, hold sessions at regional conferences, initiate action with other groups, and begin manuscripts for future publications.

Committees that had been active in previous years moved ahead on a number of projects. Don A. Brown's Basic Education and Reading Committee produced, identified, and disseminated information by means of cassette tapes and filmstrips about five model Adult Basic Education Programs, including one in Prince Albert, Saskatchewan. The committee also focused attention on Adult Basic Education at state and regional conferences, initiated contacts with other associations interested in Adult Basic Education, and planned a publication.

ERIC/CRIER at Indiana University closed in 1972. The Association continued with the cooperative publications that were in process, and they were released as IRA + ERIC/CRIER publications. ERIC/RCS (Clearinghouse on Reading and Communications Skills) was established at

Urbana, Illinois. The Board approved a cooperative publications program with ERIC/RCS and authorized an ERIC/RCS + IRA Advisory Committee. Leo Fay was appointed chairperson of the committee. The group was charged with recommending and/or approving topics and manuscripts developed by ERIC/RCS. The Board also authorized a \$20,000 revolving fund for financing the publications of ERIC/RCS + IRA. IRA + ERIC/CRIER released twelve publications during the year and IRA + ERIC/RCS released one, *Politics of Reading: Point-Counterpoint*, edited by Rosemary Winkeljohann.

During the preceding seven years, the History of IRA committees collected documents and data, wrote historical accounts, edited the materials, and initiated and maintained the archives of the Association. Thanks to the past committees and their chairpersons a tremendous amount of information was gathered, and source documents were written, primarily by Helen Robinson through May 1962. After William K. Durr became president-elect, he discussed with Bob W. Jerrolds the possibility of Jerrolds' interviewing all living past IRA presidents and as many other leaders as was feasible, researching the years from May 1962 to the present, taking all the collected and written materials, adding other human interest data, and finally writing the entire history in an historical narrative form. With more naivete than he was entitled to in the matter, Jerrolds agreed to do so. Eighteen past presidents and other outstanding leaders were appointed to the History Committee to be interviewed; to help collect additional documents; and, in general, to advise the writer in the preparation of the final document. During the year, most of the interviews were completed; some were conducted at various IRA conferences. The final manuscript of the History was begun, and the IRA annals and archives were added to and maintained.

Some committees were joint operations of IRA and other organizations. The Parents and Reading Committee was chaired by Evelyn M. Pickarts of IRA and Elizabeth Mallory of the Parent Teachers Association. This group completed four articles begun earlier and published them in the national *Parent/Teacher Magazine*. The Committee also produced study guides for the IRA publication, *Parents and Reading*, and made extensive plans for the future including convention presentations.

S. Jay Samuels chaired the Studies and Research Committee which evaluated 130 proposals for conference presentations based on reading research and innovative programs. Approximately 36 were presented at the Denver Convention. The committee also recommended to the Board that the IRA/Elva Knight Research Fund be used to support reading research in a developing nation.

James M. Sawyer was asked to chair the Membership and Organization Committee—United States. By March 1973, there were 50,423 members and subscribers in the United States. At a time when other

professional organizations were losing members, IRA's gains were higher than had been recorded for several years—8.6 percent. More than forty new local councils and seven new special interest councils were formed.

Frequently, people found themselves in the position of state president or state chairperson without sufficient knowledge of the operations of the Association. The committee started the development of a handbook for state leaders and developed plans for leadership training workshops for state presidents and chairpersons.

The first of these workshops was held in the Great Lakes Area and was widely praised by the participants. Ronald W. Mitchell urged the Board to schedule such meetings annually or biennially in each region. This action was eventually taken. It was a rather expensive operation because of the travel requirements, but the increased effectiveness in state leadership made the operation worthwhile.

Grace Walby continued to chair the Canadian Organization Committee which worked to expand IRA operations in Canada. The committee sponsored the Canadian Dinner and participated in the Field Leaders Activities at the Convention. The group also continued to produce the *Canadian Newsletter*. Joan Hanna was editor of the *Newsletter* which kept all Canadian members abreast of IRA developments in Canada. The emphasis for the year in the *Newsletter* was the history of Canada's role in the Association. The Quebec Provincial Council received its charter.

Assistant Executive Secretary Mitchell and three field consultants worked closely with councils in Canada and the United States. Kay I. Hays, with her office at Headquarters, worked with the East Coast councils and continues in that position today. Eleanor G. Robison worked with the West Coast councils. This delightful lady has an endless number of wonderful stories about the places she has been, the fine spirit of cooperation she has always found in IRA, and about the unbelievable kinds of predicaments one can get into as a full time traveling IRA consultant. Robison resigned at the end of the year to be replaced by Pamela Hoecker. Virginia D. Yates was the consultant for the Plains and Great Lakes Regions until her resignation in March 1976. Mitchell, Hays, Robinson, and Yates made 139 visits throughout the United States and Canada during the year. Most of these visits were to local and state councils, but the Annual Convention, regional conferences, leadership workshops, and special interest councils were also included.

President Durr traveled to twenty states. President-Elect Black and Board members also traveled extensively to regional, state and provincial, and local councils. The Association designated a modest amount of travel money for each board member to visit various councils.

Eight issues were published of *Reading Today*, a newsletter edited

by Executive Secretary Staiger. *Reading Today* contained notices of meetings, news on the development of IRA projects, announcements from publishers about new releases, and letters from President Durr.

Reading Today International had been designed for members outside Canada and the United States, but the membership in those two countries showed such intense interest in the newsletter that printing was expanded, and it was sent to all members around the world. The content of the publication continued to be concerned with the development in reading in countries other than the United States and Canada.

Headquarters also continued direct service for members who wanted to write or call for particular information, materials, or assistance.

All these efforts to keep in close contact with the membership paid off handsomely. Local council members began to feel more a part of the operations of the total Association; there was less misinformation and fewer rumors; and the leadership gained new insights into the desires and achievements of local councils.

In Summer 1972, the Interdisciplinary Seminar on Reading was held at the University of California at Santa Cruz, under the direction of Director of Research Stanley F. Wanat. Proceeds from the IRA/Elva Knight Research Fund were used to help support seminar participants who demonstrated the need for financial assistance. A manuscript was initiated out of the seminar. Future seminars were planned.

Regions grew in importance and drawing power during the Durr administration. The Farwest Regional, cosponsored by the Portland (Oregon) Council, was held in Portland with more than 1,000 registrants. The Southeastern Regional, chaired by the very capable Zelda Smith, was held in Louisville, Kentucky, in February 1973. Day and night, the temperature hovered around seven degrees and nobody left the conference hotel. Attendance at meetings was phenomenal. The Southwest regional was ably chaired by John Simmons and was held in Tulsa.

Editor Lloyd W. Kline reported a bumper year for manuscripts submitted to *The Reading Teacher* and the *Journal of Reading*. His staff processed 760 manuscripts from about 930 contributors. More than 350 books, magazines, records, games, and other materials were sent to the two journals for review; and over 300 such reviews were written and published in the two journals.

A study was made of the contributors to the journals and the rejection-acceptance-adaptation percentages. During the year, elementary teachers sent in 10 percent of the manuscripts; secondary teachers sent in 10 percent; college and university people submitted 53 percent; administrators, consultants, and supervisors submitted almost 5 percent; and the remainder came from persons in other positions. Of the manuscripts received, 504 were rejected; 104 were adapted for use

in features or columns; 250 were accepted; and the others were still in process at the end of the year. The percentage of manuscripts from particular geographical areas corresponded reasonably to the percentage of IRA members in those areas.

The November 1972 issue of *The Reading Teacher* introduced the feature, "Snoopin' the Rack," which presented tidbits of information from various other educational journals. The December issue was composed largely of the work of the 1971-1972 Evaluation of Tests Committee. The February 1973 issue contained "Day Care and Reading," a list of guidelines designed by the 1971-1972 Reading and Early Childhood Committee.

Honors came to *The Reading Teacher*. Designer Alfredo Beron received the Award of Excellence from the Wilmington, Delaware, Advertising Club for four of his *Reading Teacher* covers. The judges said they were fine examples of visual language and the art was appropriately tied to the content of the journals and to the readership. Also, an Award of Excellence was presented to the staff by the Educational Press Association of America for an issue of *The Reading Teacher* dealing with the Right to Read Effort.

"Read All Over" was an added feature in the November 1972 issue of the *Journal of Reading*. The column appeared on a bimonthly basis and reported gleanings from other publications. "The Study Sheet" began as a new feature in the May 1973 issue and included brief summaries of formal research reports sent to the *Journal*.

ERIC/CRIER and Indiana University announced that they could no longer support the Annual Summary of Research in Reading. Without new means of support, that feature of the *Reading Research Quarterly* would have to be discontinued. The Board decided the Annual Summary should have IRA support and that the support budget should be negotiated annually with Indiana University.

The point was raised that the four annual issues of the *Quarterly* had seasonal names, but that Winter, Spring, Summer, and Fall issues were inappropriate for IRA members living in the Southern Hemisphere. The Board decided that future issues should simply be numbered.

Subscriptions to the *Quarterly* jumped to almost 10,000 during the year, an increase of 12 percent over the previous year.

Twenty-one individual publications were released during the Durr administration. Most of these were produced by Association committees and included the IRA + ERIC/CRIER and IRA + ERIC/RCS volumes. More than forty other publications were at various stages of development.

The Association lost through death, a most distinguished man who had helped to found the field of reading—Arthur I. Gates. Other leaders and friends of the Association who passed away were: Angela Broening, Philip Gove, Lucille M. Harrison, Martha Huddleston, Ann

Hughes, Newell C. Kephart, Isadore Levine, Ned Marksheffel, George Murphy, Carlos Rivera, and Velma Varner.

It is sometimes said that IRA is so big that one individual can have little or no influence unless that person is at the very top level of leadership. The Association's history reveals several occasions when one member had considerable impact. During the Durr administration, one letter was received at Headquarters asking the Association to provide emeritus memberships at a reduced rate for retired persons. The letter was brought to the attention of the Board and an ad hoc committee was formed to study the idea. The suggestion was deemed appropriate by the committee and the Board and emeritus memberships were established at a monetary reduction of 50 percent.

Comprehensive membership dues were raised to \$50 during the year to offset the tremendously increased publications output and costs.

The financial picture during the Durr administration continued to look good. At the end of fiscal year 1973, Executive Secretary-Treasurer Staiger reported that the Association had total assets of \$1,685,189.50; the total income was \$1,449,435.12; and the total expenditures for the year were \$1,196,989.06.

Albert J. Harris presented the Association with a gift of \$5,000. With the gift, the Board created the Albert J. Harris Award. In recognition of Harris' own splendid professional contributions to reading in the areas of diagnosis and remediation of reading difficulties, the Board decided that the investment income from the gift would be awarded annually for the best published original contribution to the diagnosis or remediation of reading difficulties. A subcommittee of the Citation and Awards Committee was designated to make the selection each year that sufficiently meritorious entries were submitted.

Earlier it had been decided the time demands on the president had grown to be so great that the Board deemed it necessary to provide a partial salary offset. Beginning with the tenure of Theodore L. Harris, presidents could request partial compensation from the Association for time missed from their regular jobs while they were involved in IRA activities. This compensation made it more possible for public school leaders to be able to accept nomination for the presidency.

The Fourth World Congress was held August 3-5, 1972, in Buenos Aires. Participants numbered more than 500 and came from 17 nations. IRA had not been very strong in any of the Latin American countries, and it was hoped that the Congress would stimulate IRA developments in that area and enable the Association to learn more about reading education methods, materials, and facilities in those countries.

Robert Karlin was in charge of the program and edited the Congress Proceedings, *Reading for All*. Jorge Luis Borges, one of Latin America's great writers, addressed the opening session.

Two resolutions were passed by the Congress. The first was to adopt UNESCO's Charter of the Book in honor of International Book Year '72 and the second was to increase efforts to promote literacy throughout the world and at all age levels.

Ruth Love Holloway of the United States Office of Education stated at the Congress, "The International Reading Association is by far the largest and most influential group in the world dedicated to the improvement of reading—one of the most important tasks in the world today."

At the Congress in Buenos Aires, UNESCO saluted the IRA.

Over the years our two organizations have collaborated increasingly on the vital task of encouraging the development of the reading habit which is so basic to individual self-fulfillment and, particularly in the developing countries, to education, economics, and social progress. . . . Research now underway by the International Reading Association and its national affiliates can do much to provide answers useful to all countries of the world.

Marion D. Jenkinson was given IRA's International Citation of Merit. She was honored for

. . . her ability to see reading in its international setting; for her leadership as chairman in organizing the First World Congress on Reading and as editor of the Congress Proceedings; for her distinguished speeches and writings which present reading in its multidisciplinary aspects of psychology, philosophy, and linguistics; for her own brilliant research and for the fine training and high standards which have earned the wholehearted respect of her students, enabling four to be honored by the Association for outstanding dissertations.

Past President Theodore L. Harris summed up the position of the Congress as it disbanded,

This is the challenge of today, tomorrow, and the future: to teach all peoples of the world the values and joys of reading as well as the command of the rigorous but rewarding reading processes needed to satisfy their intellectual and emotional needs.

The Board authorized the officers and the Headquarters staff to develop a European seminar to be held in Paris in 1973. The seminar would involve the European coordinators, the European Office, and representatives from the national affiliates. The purpose of the seminar was to develop ways in which IRA and its affiliates could work together to promote reading on an international scale.

The Board decided that IRA members and councils should be provided with the opportunity to finance memberships for teachers in

underdeveloped countries. It was noted that a membership would be equivalent to a sizable percentage of a month's pay for teachers in some of those countries. Eligible recipients of these memberships were to be identified by the executive secretary through an office of the Association, a university, or some agency concerned with international development.

In a recent letter to Ralph C. Staiger, Raymond J. Smyke of the World Confederation of Organizations of the Teaching Profession wrote,

I am struck by the fact that IRA is among the most viable non-governmental organizations around. I think it is largely due to the efficiency of your internal set-up and the fact that you never seem to take your eye off your client—the teacher of reading. . . your association has a particularly heavy responsibility in developing and promoting reading in the third world, not just for the sake of membership but as a concrete contribution to national development as defined in the objectives of the United Nations' Second Development Decade.

An extensive revision of IRA Studytour guidelines was made and was approved by the Board. Guidelines were set for destinations, selection of leaders, types of professional activities, and evaluation. During the summer of 1972, Studytours went to Great Britain, Scandinavia, and other parts of Western Europe and to South America and the Fourth IRA World Congress.

New national affiliates were chartered in Argentina, Jamaica, and Uruguay. No doubt the World Congress was, in part, instrumental in the development of these affiliates. The Philippines also became a national affiliate.

Jeanne Chavardes, Claude Philippe, and A. Girolami-Boulinier were leaders in the development of the Francaise pour de Lecture (French Reading Association). This affiliate concerned itself more with research in the French language than with the whole range of reading problems that characterized IRA operations generally. The French Association did its work through appointed commissioners and dealt with reading methods, audiovisual techniques, characteristics of children, and the nature of libraries. Girolami-Boulinier, president of the French Association implemented an impressive seminar concerned with parents' reading, children's reading, nonreaders, libraries, and characteristics of writing.

The Reading Association of Sweden had developed seven local councils and a membership of more than 1,100. Nineteen individuals were members of IRA. The Swedish Association hosted several reading conferences.

Eve Malmquist and Mogens Jansen had long played major roles in the guidance and direction of the Swedish affiliate. The Swedish As-

sociation extended its concerns upward to give more attention to the thirteen-year-old group. The Swedish Association continued to publish its own books and journal and to sponsor its own annual conference.

The National Reading Association of Germany, an affiliate, was a small group of research workers. The group circulated a newsletter about reading research activities, began the translation of a few IRA publications, and began to initiate several projects in reading pedagogy. For a number of years, this group had conducted its research in isolation from ongoing classrooms. Moves have been made by the German Association to establish greater contact with the teachers in the German schools.

The United Kingdom Reading Association grew rapidly; membership reached 2,000 with more than twenty councils. The United Kingdom Association sought to make major and positive changes in the reading education programs in England, Wales, Scotland, and Northern Ireland. The UKRA published its own journal, newsletter, and books. It also continued to hold its annual conference which drew several hundred registrants.

The House of Commons announced its Committee of Inquiry into Reading and the Use of English in Schools. This was the first such committee in seventy-five years to examine the use of English in schools and the first to even examine reading. The following UKRA past presidents served on the committee: Vera Southgate Booth, Keith Gardner, and John Merritt.

In addition to the above mentioned associations, the IRA had operating affiliates in Denmark, Finland, India, Israel, Japan, Nigeria, Norway, and Sierra Leone.

Although Australia and New Zealand were not organized as national affiliates, Australia had four councils with 230 members and subscribers and New Zealand had four councils and 165 members and subscribers. Area Coordinator Marie Clay brought the reading people of those two countries closer together, and a joint conference was planned for 1974.

March 5, 1972, was cold and rainy; but the day was a milestone in the history of the Association. The groundbreaking for the new Headquarters Building was scheduled for that day. Nila Banton Smith, who donated the land for the building, was asked to turn the first shovel of dirt. Since the weather was bad and the ground soggy, President Durr, Theodore L. Harris, Millard H. Black, and Ralph C. Staiger held a hurried conference with others present about the cold and exposure. Nila Banton Smith surprised none among those who knew her when she brushed aside special considerations of her comfort and waded onto the wet ground with the same determination and purpose that always has characterized her work with IRA.

President Durr extended greetings to all who gathered for the ceremony. Two persons who had tried to get there found themselves in

Newark, New Jersey, instead of Newark, Delaware. Durr said that he was

...delighted that, finally, IRA is going to have the kind of building that will be in keeping with the international image, and which will fit the almost semireligious dedication of the tens of thousands of people devoting their lives and their work to the betterment of reading.

President Durr spoke for those present and those not present when he said,

It is only fitting, then, that the first shovelful of dirt should be turned by one of the outstanding leaders in reading in our nation today, and a lady who has devoted a good part of her life to the betterment of IRA, Nila Banton Smith.

Smith responded,

When I first saw this land, it was 1966—seven years ago.... I stood for a moment in silence and gave myself over to dreaming.... I pictured a structure rising on this very spot, a structure which would be worthy of this great organization; a structure which I hoped would represent the organization itself in solidarity and strength and in service; a structure built on the solid foundation... of Delaware clay, even as our organization is built on a fine foundation of hard, persistent efforts of our membership. I envisioned a structure rising here in which the very heart of our organization... would go on beating in all the years ahead, ever pulsating stronger, ever sending forth larger and stronger streams of assistance and guidance and inspiration to all members in all parts of the world. This I envisioned... and now my dream is about to come true.... This is indeed a time for great rejoicing—great rejoicing on the part of the officers of this organization, on the part of the Board of Directors, on the part of the loyal, faithful, hardworking Headquarters staff, and on the part of our splendid membership.... And in the midst of this rejoicing, we must give thanks to those people who have contributed financially to this building. To them we owe fervent and profound thanks. And now, with mixed emotions of honor and gratitude and happiness, I shall lift the first soil in dedicating the splendid new Headquarters building of the International Reading Association. May it serve our organization well and long.

President Durr planned the overall program for the Annual Convention and chose the theme, "Reading—Power to the Pupil." He noted in his program introduction that the theme was intended to be more than a play on the words of the then popular slogan, "power to

the people." He wanted program participants to focus on the pupil and the factors necessary to increase the pupil's power to read.

President-Elect Black helped plan the Convention and he and Ronald W. Mitchell were largely responsible for organizing the Convention. Site selections, by this time, were made ten years in advance. Intense planning for an Annual Convention begins as soon as the preceding Convention is closed.

Durr, Black, Mitchell, Staiger, and Donald E. Carline and his Local Arrangements Committee had been working at a terrific pace in the final few weeks before the Denver Convention began. On May 1, 1973, they were as ready as one ever gets to deal with 10,000 people. Approximately 7,000 came streaming in on the first day of the Convention and many chose to stay at the Brown Palace Hotel of "The Unsinkable Molly Brown" fame.

Conferees came from Australia, Austria, Brazil, Canada, France, Germany, Great Britain, Japan, and the United States.

Before, during, and after the Convention, conferees made excursions to the nearby Air Force Academy, Garden of the Gods, Central City, and the Denver Mint.

Prior to the Convention proper, fourteen Preconvention Institutes were held. The range of topics and the large number who attended made these institutes a small convention within a convention. Preconvention Institutes were held by Special Interest Groups, including the newly formed Secondary Reading Special Interest Group.

Seminars during the Convention were limited to thirty-five participants, which enabled small groups to meet and discuss common problems in a specific area. Both the Seminars and the Preconvention Institutes required their own registration fees.

In addition to general sessions, the Convention offered eight symposia, forty microworkshops, many research reports, cosponsored meetings, large and small group sessions, and other meetings.

President Durr presided at the First General Session which featured Alvin Toffler, author of *Future Shock*, as the keynote speaker. Toffler stated, "We live in a period of social, political, and psychological revolution like no other period in history."

Several individuals in Toffler's audience had, themselves, virtually produced a different kind of revolution. They had practically invented the field of reading education as we know it today. Until these educators came along, the teaching of reading had changed very little for hundreds of years. These were the people who changed reading instruction, and reading was described by Toffler as "one of the great adaptive tools of the human race."

Nila Banton Smith addressed the Second General Session. She summarized her presentation with the premise that "probably, relevancy is the most basic factor in reading success." Smith, who vividly remembered the early struggling days of ICRL, said she could

hardly believe it when thousands of people jammed into the auditorium, some standing or sitting on the floor, to hear her speak. Still other surprises were in store for Smith in Denver.

The Delegates Assembly amended the Bylaws to create the positions of vice-president elect and vice-president and eliminate the position of past president. President Durr and Past President Harris had vigorously advocated that the position of past president be abolished. Under the new system, at the annual election the position to be filled was to be that of vice-president elect. The person elected was to serve for three consecutive years in the three positions. The vice-president elect's duties were to serve as an ex officio member of the Board and carry out charges given by the President, the Board, or the Assembly.

In other Assembly action, the Elections Committee was renamed Nominating Committee, and Special Interest Groups were required to submit an annual report.

Ethel M. King, chairperson of the Resolutions Committee, introduced five resolutions. The resolution to adopt the UNESCO "Charter of the Book" was tabled until 1974 when it was to be presented again with additional information on the content of the Charter. The resolution on literacy was adopted:

WHEREAS, illiteracy continues to be a major problem in the world today,

BE IT RESOLVED that the International Reading Association urge the United Nations Educational, Scientific, and Cultural Organization and international educational organizations to continue to support the efforts of all nations to intensify their promotion of literacy at all age levels.

A resolution on visual perception was referred to committee. A resolution on a smoking regulation for IRA meetings generated strong feelings in the Assembly but was finally defeated. One delegate is reputed to have said, upon leaving the Assembly, "Where there is that much smoke, there is bound to be some ire." The fifth resolution, sexism in instructional materials, also aroused much debate and strong feeling and then was tabled indefinitely.

The Delegates the year before had asked that models of elections or other procedures that would insure equitable representation, on geographical and other bases, be examined and results reported to the 1973 Delegates. Marjorie S. Johnson reported for her Committee on Organization and International Strategies. The recommendation of the committee was that the responsibility for presenting the best candidate and maintaining a satisfactory balance of representation of all groups should rest with the Nominating Committee. The Delegates accepted the report.

The Delegates directed that the Budget Committee make an in-depth study of the possibility of the Association providing financial help to new councils and to financially troubled councils.

Another problem was brought before the Delegates. A conflict

had developed over the fact that the Plains Regional Conference was scheduled on the Jewish High Holy Days. The Nebraska State Council moved in the Assembly that the conference be rescheduled. The state and regional levels had already debated the matter, upheld the present schedule, and assured members that the conflict would not occur in the future. The issue had been appealed to the Board. President Durr reported to the Delegates that the Board regretted that it could not change the dates because commitments had been made to hotels and to IRA members who had already scheduled their activities around those plans.

Delegate Kate Bell asked whether the Delegates Assembly could override the Board decision. Since the Assembly can do so, the matter was taken up by the Delegates; but the motion to change the dates was defeated.

During the second evening of the Denver Convention, tired and hungry conferees noted the weather was turning cold and sought nearby restaurants. Emerging after dinner, they found themselves in a snowstorm—the first snowfall at any IRA Annual Convention. The snow served only to heighten the excitement, especially for the Key West, Florida, group. Some members recalled that *Reading Today* advised conferees that April and May visitors to Denver would find heavy wraps seldom needed.

Outstanding Dissertation of the Year Awards were presented to Carita A. Chapman who studied at the University of Chicago, Joseph C. Kretschmer who studied at Ohio State University, and Norma I. Mickelson who studied at the University of Washington. The winners presented their studies in sessions at the Convention.

At the Annual Banquet, the Citation of Merit was presented to Edgar Dale:

For distinguished service to the profession, the International Reading Association salutes Edgar Dale, international authority on the use of audiovisual materials in education; pioneer researcher in the field of testing readability; scholar in the techniques of teaching vocabulary; master of the word, the pun, and the art of questioning; a distinguished teacher, the professor's professor; a warm, witty, and humane person.

The Special Service Award was presented to J. Allen Figurel:

The International Reading Association salutes J. Allen Figurel, editor, scholar, teacher, and writer, who has given the profession a long series of publications which have enabled teachers to provide an optimal reading/learning environment for their students.

David W. Masters, a reporter for the *Springfield (Ohio) Daily*

News received the Media Award for a five part series on reading, "What's New in Reading Instruction?"

Nila Banton Smith was in the audience for the Annual Banquet. She was taken completely by surprise when Millard H. Black and Theodore L. Harris came to her and insisted on escorting her to the podium. There, President Durr announced that the Board had decided to establish the "Nila Banton Smith Leadership Room" in the new Headquarters Building. A plaque was awarded which read:

The International Reading Association Leadership Room established in honor of Nila Banton Smith honors her for her personal leadership in the profession, honors her for the wise guidance she has provided the Association, honors her for the generous spirit in which her help has been given, honors her for her consistently forwardlooking attitude; so that her wise leadership, helpful spirit, and forwardlooking attitude will continue to provide inspiration to the leaders of the International Reading Association, this Leadership Room is established.

At the Third General Session, Alex Haley, author of *The Autobiography of Malcolm X*, was given a standing ovation for his presentation on the origins of American Blacks. Jesse Stuart and Marshall McLuhan were also major speakers.

There were 238 displays in the exhibit area, and many people spent hours examining the new materials and talking with company representatives. Norinne Fitzgibbon was admiring the computer assisted instruction display when an unsuspecting party asked her how she thought it worked. She replied, "I think if you push this button and then push those two over there simultaneously, a cup of instant coffee will come out here."

Booth displays had grown more elaborate over the years, and some 1973 exhibits were nearly the size of a small house.

At the Book and Author Luncheon, Ellen Raskin, children's author and illustrator, enchanted her audience of 1,600 conferees with a speech entitled "Whom is Influencing Who?" The title was chosen to show that things can go backward as well as forward. Raskin's main point was that the author influences readers but readers, in turn, influence the author.

In the closing ceremonies, President Durr turned over to the leadership of Millard H. Black an organization that showed progress on almost all fronts; committee structures had been broadened, national affiliates had gained much ground, more attention had been devoted to local councils, and the Association had broken ground for its permanent home.

President Durr summarized his feelings about the year in a letter

to the present author,

As I look back over my year as President of IRA, I have been most impressed by the dedication and willingness to work which have been exhibited by the many members with whom I have come into contact . . . I do not know whether it is something inherent in our profession, in the International Reading Association, or in the interaction of the two which leads so many people to devote so much of their time to the improvement of reading and the furtherance of IRA, but it has left me with an increasingly deepened appreciation of the dedication of our members.

Millard H. Black, who succeeded to the presidency of IRA at the end of the Denver Convention, had made distinguished contributions to the organization since the beginnings of the parent organization, the ICIR, where he had served as second treasurer. President Black was the first full-time public school administrator to become president since Morton Botel served in 1962-1963.

One of Black's goals for his administration was a continuing emphasis on council support. Another was to involve more school people, as opposed to college and university personnel, in leadership roles in IRA. A third goal was to streamline the administrative operations of IRA and put the Association on the best possible financial footing.

Constance M. McCullough was president-elect in Black's administration and new members of the Board were Ira E. Aaron, Lynette Saine Gaines, and Tracy Tyler, Jr.

During the Spring 1973 Board meeting, the Headquarters Committee reported on its survey of the Headquarters staff operations. The committee had given special attention to the job of the Assistant Executive Secretary, Ronald W. Mitchell, because he was carrying the work load of two full-time positions in the areas of conference planning and membership and council development. The possibility was discussed of adding another staff member to assume responsibility for membership and council activities, and the executive secretary-treasurer was authorized "to employ one or more persons to augment the administrative staff with the approval of the Headquarters Committee."

Mitchell was offered his choice of the new positions, and he chose to assume responsibility for coordinating IRA's meetings, such as the annual conventions, world congresses, regional conferences, and professional seminars. Reports from convention people of various cities have repeatedly described Mitchell as one of the most efficient and professional of all the individuals with whom they have worked.

In September 1973, James M. Sawyer joined the staff as assistant executive secretary to coordinate membership and affiliate activities. He had served on a number of IRA committees and was the popular

chairperson of the United States Membership and Organization Committee at the time he was hired.

The Headquarters Committee also recommended, during the 1973 meeting, that an outside consultant make a study of IRA's Headquarters and international operations. McManis Associates of Washington, D.C., a private management consulting firm, was employed to conduct the study.

The McManis Reconnaissance Study of the IRA Headquarters Operation was completed in November 1973 and accepted in principle by the Board. The Study was highly complimentary of the Headquarters staff. Those who were familiar with Headquarters were not surprised. They already knew that Ralph C. Staiger directed a low profile, highly efficient and effective operation.

The Study indicated, however, that IRA membership growth had reached a level that made it difficult for Headquarters to continue to deal efficiently with its many tasks. It was suggested that either the number of memberships be deliberately leveled off or the capabilities of Headquarters be increased and the drive to reach more members be continued. Everything in the history of the Association pointed to the latter choice and that was the direction the Board chose to take. Another factor that weighted the scales in favor of this direction was that the new Headquarters Building was to be completed shortly and the physical facilities being provided could easily accommodate expanded memberships.

The Board adopted the McManis Study as a guideline for reorganization and expansion and named the executive secretary as project administrator. The Study provided a new general Headquarters organization chart (see Appendix O). Under this plan, former Executive Secretary-Treasurer Ralph Staiger was named Executive Director. Three divisions were established and a public information officer and a special assistant for international programs were named, all reporting directly to the Executive Director. Lloyd Kline, who was Editor of *The Reading Teacher* and the *Journal of Reading*, was named Director of the Publications Division. Ronald Allen, who had served since May 1971 as Business Manager, was named Director of the Finance and Administration Division. Various departments were also formulated within the three divisions, including those of conferences and of membership and council relations in the professional programs division. Both assistant executive secretaries were designated as department directors. The reorganization of the staff, according to the McManis organization chart, took effect in July 1974, shortly after the move to the new Headquarters Building.

Esther E. Miles became chairperson of the United States Membership and Organization Committee when Sawyer moved to Headquarters. Miles' newsletters were entitled *Milestones*. Her committee

worked with the regional leadership workshops in the Plains, East, Southeast, Far West, Great Lakes, and Rocky Mountain regions. The field consultants conducted these workshops and continued their work with state workshops, state and local councils, and special interest councils.

Miles' committee was directed specifically to work with the Canadian Membership and Organization Committee and the International Development Committee to promote membership and council development in all parts of the world. These committees held joint meetings at the Convention in New Orleans.

As of March 31, 1974, New York led all other states in membership with 2,931 IRA members and forty councils; California had 2,708 members and fifty councils. Ohio led with a total of fifty-five councils; its IRA membership was 1,665. On June 30, 1974, there were 31,050 memberships and 21,250 subscriptions in the United States. Outside the United States and Canada there were 1,409 memberships and subscriptions. The *Annual Report* listing of June 30, 1974, showed the following breakdown by countries:

Afghanistan	1	Italy	3	Poland	1
Argentina	8	Jamaica	11	Rhodesia	3
Australia	319	Japan	40	Saint Lucia	2
Austria	7	Kenya	1	Saudi Arabia	4
Bahamas	1	Korea (South)	2	Sierra Leone	2
Barbados	2	Kuwait	7	Singapore	5
Belgium	4	Lebanon	3	South Africa	33
Bermuda	8	Lesotho	2	South West Africa	2
Botswana	1	Liberia	4	Spain	2
Brazil	5	Luxembourg	1	Sudan	1
Denmark	24	Malaysia	3	Swaziland	1
Egypt	4	Mexico	7	Sweden	22
Ethiopia	3	Nepal	1	Switzerland	16
Finland	23	Netherlands	49	Taiwan	2
France	13	New Guinea	4	Tanzania	3
Germany	37	New Zealand	417	Thailand	5
Great Britain	161	Nigeria	3	Trinidad and Tobago	1
Greece	1	Norway	15	Uganda	4
Iceland	2	Pakistan	3	Uruguay	1
India	7	Paraguay	1	Venezuela	6
Iran	3	Peru	2	Yugoslavia	1
Ireland	6	Philippines	55	Zambia	2
Israel	16				

Student memberships were making a steady comeback in IRA. At

the end of the fiscal year, there were 1,224 student memberships and 201 student sampler memberships.

H. Elizabeth Orchard chaired the Canadian Organization Committee which devoted itself to organizing local and provincial councils and coordinating interprovincial activities. Also, attempts were made to organize special interest councils. Regional conferences were encouraged by the committee, and a Canadian brochure was produced which was designed to promote Canadian council awareness and advertise the services of the committee and Headquarters. The folder encouraged increased Canadian interaction and Canadian participation in the Annual Convention. The committee continued its sponsorship of the *Canadian Newsletter* and the Canadian Dinner at the Annual Convention. It also worked with Esther Miles' group on the handbook for field leaders and the Field Leaders Activities at the Convention. The Canadian Committee was responsible for the Field Leaders Luncheon at the meeting in New Orleans. By the end of the fiscal year, Canada had twenty-three councils, three provincial councils, 989 IRA members, and 863 IRA subscribers.

The Board met in Toronto in November 1973. At that time, a special rally of 275 people from the Ontario reading councils was held to honor Margaret A. Robinson. The Board expressed its gratitude to Robinson for her contributions to the ICIRI and IRA. Robinson, a past president of the ICIRI and former IRA Board member, was a remarkable force in the early development of the ICIRI and a major contributor to the development of IRA in Canada. At the rally, Grace Walby presented Robinson with the first Canadian IRA pin, an eleven-pointed maple leaf in gold surmounted by the IRA crest. The *Canadian Newsletter* of February 1974 pointed out that "This Canadian leader helped put the I in IRA."

The regional conferences developed very much along the lines that had been envisioned eight years earlier. Attendance was good; teachers and other school personnel attended who had not been able to attend the Annual Conventions. Attention was focused on regional concerns and a forum was developed for newly emerging leaders.

Vicky Jacobson and Robert Schreiner cochaired the Second Plains Regional with more than 400 persons on the program and more than 1,600 in attendance. The Rocky Mountain Regional was led by E. Coston Frederick, William Kirtland, and Dean Chatburn. That meeting had more than 100 people on the program and 1,400 in attendance. The Far West United States and the Transmountain Canada Region cosponsored a meeting in Victoria with 2,500 registrants.

Some dissatisfaction had been expressed by members in Arkansas about being in the Southeastern Region. Because of travel problems and particular regional ties, they expressed a wish to be included in the Southwestern Region. The state and local councils were polled; they voted unanimously to move to the Southwestern Region.

Publications gained in quality and journal circulation increased during President Black's administration. The Publications Committee is partially responsible for the high quality of publications on which IRA places its logo. That committee continually refines its policies and procedures for working with the publications. An ad hoc committee was set up to prepare a Publications Manual to guide the dozens of committees and hundreds of individuals, directly or indirectly, involved in the production of IRA publications. Like other publications, that manual would also have to pass under the careful scrutiny of the Publications Committee. Chairperson Joseph S. Nemeth reported on IRA + ERIC ventures, long range publication plans of the Association, and plans for the reorganization of the Publications Committee in line with the McManis Report.

The combined circulation of the Association's three journals was more than 73,000. The impact of these journals is immense, since they go to so many countries around the world and are kept in private and institution libraries where they are used for years by teachers, students, and researchers.

The Reading Teacher's January 1974 issue contained Lloyd W. Kline's editorial, "Who's Who, What's What in IRA Publications." The editorial, a brief history of the three journals and the other professional publications, helped to clarify for readers the various functions of the Association's publications.

Eleanor Ladd (Kress) retired as editor of "The Clip Sheet." She submitted materials through the October 1974 issue when Herbert Wartenberg became the editor of that feature.

A Distinguished Achievement Award was presented to *The Reading Teacher* by the Educational Press Association. The judges cited three journal items: 1) "Into Reading and How," which appeared February through May 1973, revealed how and why a few outstanding reading educators came into the field; 2) "A Book Fair," published October 1972; and 3) the cover design for the January 1973 issue.

The editorial and several articles in the *Journal of Reading's* October 1973 issue were concerned with the teacher and copyright laws. The United States Congress was considering revision of the nation's copyright laws and IRA wanted limited exemption from copyright infringement penalties for teachers under specific classroom conditions. Council officers all over the nation wrote to their Congress asking for support for the exemptions.

The *Journal of Reading* was also presented with the Educational Press Association's Distinguished Achievement Award. The judges cited: 1) the issue on the copyright question; 2) "Refuel, Refine, or Reform" in the March 1972 issue; 3) "If Kids Don't Hate to Read," January 1973; and 4) "Washday with Words" in the April 1973 issue.

Abstracts of the dissertations that won the Dissertation of the Year Awards were published in the *Reading Research Quarterly*. It was de-

cided that such abstracts should be published each year, pending the permission of the authors.

The Board was reminded by Roger Farr and Samuel Weintraub that their tenure as coeditors was to be ended with the tenth volume of the *Quarterly*. Since the coeditors had done an excellent job with the *Quarterly*, and since considerable time would pass before the reorganization recommended in the McManis Report could be implemented, the Board asked Farr and Weintraub to continue for one more year in their positions, which they generously agreed to do.

Nine individual publications, in addition to the Abstracts of the New Orleans Convention, the *Annual Report*, and the *IRA Directory*, were released during the year. Although this number was fewer than the number released in each of the two previous years, it did not reflect less emphasis on such publications. Many professional publications require a number of years for development and completion. The flurry of publications initiated a few years earlier had already been released, and a number of new publications were in process.

Among the titles released during the year was *Reading for All*, selected papers from the World Congress in Buenos Aires. The Spanish version, edited by Ricardo Nervi, was in process. *Creative Reading for Gifted Learners*, edited by Michael Labuda, was the result of the work of the Reading for the Gifted and Creative Committee. *Inservice Education to Improve Reading Instruction*, by Wayne Otto and Lawrence Erickson, was a Reading Aid released during the year.

A total of forty-two IRA committees and subcommittees operated during the Black administration.

To keep the Board better apprised of the developments in the various committees, and to keep the committees apprised as to the present and long term plans of the Board, a Board Liaison was appointed to each committee.

President Black charged the Bylaws Committee with the task of reconciling the Policy Manual and the Association's Bylaws. The Policy Manual had evolved over a number of years and reflected the thinking of many different people. Leonard Courtney, chairperson of the Bylaws Committee, reported the group found the Policy Manual and Bylaws were ambiguous, repetitious, and contradictory on many points. Chairperson Courtney felt it was beyond the responsibility of his group to revise the Policy Manual, but he and his committee urged that it be revised as soon as possible. The committee felt that it could not reconcile the Bylaws and Policy Manual until the manual had been revised.

Some trivial issues seemed to be finding their way to the Delegates Assembly through the avenue of resolutions. Courtney's committee suggested the Bylaws be revised to require fifteen signatures, rather than five, for putting a resolution up for consideration.

Some question had arisen as to the exact time new officers were to take their positions. It was recommended that the Bylaws state that

newly elected officers assume their offices at the conclusion of the final session of the Annual Convention. The Delegates Assembly accepted both committee recommendations.

Theodore L. Harris, chairperson of the Nominating Committee, reported that his committee recommended extensive revision of the Policy Manual with regard to the nominations of individuals for vice-president elect and the Board. Harris spelled out in detail how the Policy Manual should read with regard to the procedures and time spans for actions of the Nominating Committee.

Ralph C. Preston, chairperson of the Legislative Committee reported that his group had conducted extensive studies and discussions and recommended action in a number of areas. They recommended that IRA support legislation at federal levels designed to help children with learning disabilities. They also recommended that legislatures mandate proper certification requirements and mandatory secondary reading instruction. The committee urged the liberalization of state regulations in the choice of reading textbooks. They noted that IRA proposals initiating legislative action should be handled through a separate legislative organization to protect IRA's nonprofit, tax free status. The committee recommended that provincial and state organizations have active legislative committees and encourage local councils to do likewise.

The Teacher Education Committee completed the volume, *Modular Preparation for Teaching Reading*, edited by chairpersons Harry W. Sartain and Paul E. Stanton. The committee developed additional modules for future publication, began a survey of teacher practices, and produced a Preconvention Institute for competency based teacher education for the New Orleans meeting.

President Black was particularly pleased with the establishment of the Teaching Reading to Spanish Speaking Students Committee. This group initiated a manuscript for teachers of Spanish speaking students. The book was to deal with the bilingual and bicultural factors that affect the learning of those students, and emphasis was to be placed on the skills that could be transferred from Spanish to English. President Black asked Alfonso R. Ramirez to chair the committee.

The Association maintained its mutually beneficial relationships with other associations, task forces, and agencies.

Constance M. McCullough and Theodore Waller chaired the joint IRA/Association of American Publishers (AAP) Committee. The committee developed strategies for IRA members to aid in AAP's Books for Prisoners Project and suggested that, at the Convention in New York, attention be given to reading for prisoners. The committee took a position against the proposal of the United States government to terminate \$176 million in federal library funding for college, school, and public libraries. The committee stated that it favored a program of regional

book awards to encourage authors and suggested that awards be presented at regional and state conferences. The establishment of a committee concerned with censorship was suggested; and in its report, the committee furnished information on UNESCO's International Book Committee and International Book Award.

The joint IRA/Association of State English and Reading Supervisors Committee was asked to explore ways the two associations and others could work together for the improvement of reading. Chairperson Robert Kinder reported that participants from forty states attended a strategy session at the New Orleans Convention. Twenty-four major goals for nationwide reading improvement were formulated and later made available from the committee.

The joint IRA/Children's Book Council Committee was chaired by Vivian O. Windley and Dorothy Briley. The group sponsored a fascinating Preconvention Institute on "Opening the Classroom through Books," presented by five teams of teachers and authors. The authors described their writings, and the teachers described their experiences in the use of those particular books. The committee also proposed that future committees prepare annually a list of trade books that would encourage children to read.

There were a great many instances during the year in which the Association dealt with various agencies. For example, members of the British Committee on Inquiry into Reading and the Use of English visited the United States and, through Headquarters, were able to talk with a number of Americans about reading and reading instruction.

When the people of the Educational Products Information Exchange had questions regarding reading products, they called Headquarters. When someone in IRA felt there was fraud or misleading advertising connected with an educational product, the Exchange investigated and reported the results in its newsletter which is widely read by school administrators and purchasing agents.

The Association also cooperated with the International Exchange Branch of the United States Office of Education. The IRA helped that group schedule overseas educators for visits in American schools and other institutions. Some of those who attended the New Orleans Convention came under the auspices of the International Exchange Board.

Meeting facilities were provided by UNESCO for the European Seminar, and Jean Robertson represented IRA at a UNESCO meeting in Bogota at which the International Book Committee was formed.

There were dozens of other examples in which IRA entered into cooperative projects with other agencies and hundreds of other committee accomplishments that, for reasons of space, cannot be enumerated here.

The Association lost the support of the following persons through death during the year: Mary L. Ashcraft, Robert Bailey, Rebecca Baker, B. Brady, Leonard Carmichael, Mary E. Crawford, Alice W.

Creed, Rose G. Elkin, Marjorie R. Elvove, Rachel Geistman, Elaine M. Gordon, Constance Hines, Jean M. Kade, Richard Kroenke, Edwin L. McCausland, Jr., Edna R. Palecek, Anthony J. Pellettieri, Roger S. Pepper, Donald Quick, Benjamin Rosner, H. Carl Sailer, Mary Serra, C. L. Shear, Doris U. Spencer, Eada Jane Staats, Catherine B. Stern, Cecile L. Theard, Watson Washburn, and Faye M. Zeller.

Director of Research Stanley F. Wanat organized and directed the Interdisciplinary Research Seminar which was held in Summer 1973 at Georgetown University, Washington, D.C. The seminar was held in conjunction with Georgetown's Sociolinguistics Program and the School of Languages and Linguistics.

A seminar for teacher trainers and research trainers was held in conjunction with the Interdisciplinary Research Seminar. The goals of the seminar were to analyze current reading research and to produce and evaluate model curricula for the training of reading teachers and reading researchers.

Wanat resigned as Director of Research to return to teaching. The Board passed the following resolution to express appreciation for his services:

Resolved that during his tenure as Director of Research for the International Reading Association, Dr. Stanley F. Wanat provided creative leadership in the identification of and response to concerns about research in reading and related disciplines. He developed ideas and initiated activities that were productive during his tenure and promise to be so in the future. Through his efforts, *research* has been reinforced as an important area among the many concerns of IRA. For these contributions to the Association and to the profession, the Board of Directors of IRA expresses its thanks and appreciation to Dr. Wanat, and extends its good wishes to him for continued success in the future.

James M. Sawyer presented to the Board the proposal that a Distinguished Lecture Series on Educational Leadership be established to honor individuals who have made great contributions to educational leadership. It was proposed that a series of lectures be conducted by an outstanding reading person at various places with those in educational leadership positions attending. Staff development workshops, organized by local leaders, could follow up the lecture series.

The Board authorized Sawyer to plan the first Distinguished Lecture Series, featuring Nila Banton Smith as lecturer, seeking help from state chairpersons and provincial coordinators in selecting sites and appointing local arrangements groups.

May 13, 1974 was another red-letter day in the history of IRA—the Association moved into its permanent Headquarters at 800 Barksdale Road, Newark, Delaware. Slightly more than one year after breaking

ground, the staff moved into the fine two-story brick Headquarters Building. The move was the culmination of years of planning, working, and sacrificing on the part of many people.

The building was not dedicated until November 1974. By that time, Constance M. McCullough was president. She said at the dedication:

We dedicate this building in the name of the thousands of members of the International Reading Association; in the name of all those who have contributed to the funding of this building, its design and construction, its staffing and operation, its interior functional beauty and comfort; to the service of those who work for the cause of literacy wherever they may be, to the end that human beings of every time and clime may achieve their full potential, that all may know the history of life, the possibilities in it, and the ways to conserve as well as to use the bounty of this Earth.

Individual gifts ranged as high as \$40,000 and attractive plaques displayed in the entrance to the new building give the names of 22 individuals who contributed \$1,000 or more to the Building Fund. The Century Club list of 106 individuals who contributed \$100 or more also appears in the building entrance.

Other individuals, publishers, various educational groups, and IRA councils contributed to the Fund as well. The names of more than 2,400 individuals and groups who contributed are kept in the Book of Donors which is on permanent display at Headquarters.

The building has room for the expansion of the Headquarters over a number of years. It includes a warehouse used mainly to store publications, and a library which contains collections of the publications of the Association and its affiliates, some reading research facilities, and the annals and archives of the Association. The building also has a computer room, a printing shop, a few private offices, and large open spaces for the rest of the staff. A center of attention and a center of activity for the building is the Nila Banton Smith Leadership Room where committee and Board meetings are held, work sessions are conducted, and part of the research for this book was carried out.

The McManis Report on International Development indicated that the Association had made significant international achievements, even though there had not been a great commitment of funds for international development. The report stated there was a widespread view that the IRA should maintain a commitment to international development. However, there was resistance among some members in the United States and Canada, even to the amount of money and services that had been allocated to the European Office, the World Congresses, and the European Seminars. Certainly, the Board was somewhat ambivalent about future commitments.

It was suggested that the lack of unity resulted, in part, from the lack of a definite plan. Many were resistant to further international expenditures of time and effort simply because they did not know fully the purposes and the initial costs, and could not predict how long the Association would have to subsidize particular operations before they could be self-sufficient.

In addition to making more definite plans, the McManis Report advocated that the Association should advertise itself, build its worldwide image, and inform members and potential members of the IRA's international accomplishments.

The McManis Report urged that the Association clarify the nature of a national affiliate, the relationship of national affiliates to Headquarters, the relationship of the national affiliate to its local groups, and spell out the affiliates' financial and other responsibilities to the Association.

IRA members from the United States and Canada had always tried to be acutely attuned to the national sensibilities of members in other countries. The only real criticism from members in other countries was that the United States and Canada did not offer enough leadership.

In an effort to allow national affiliates to develop along the lines they deemed most appropriate for their educational systems and forms of government, the Association had apparently underreacted and had not given the various nationals sufficient guidance in establishing viable affiliates. Also, out of their keen concern with possible national sensibilities of other people, the North Americans had not provided as much leadership as they probably should have.

A McManis representative visited the Second IRA European Seminar and the European Office in Paris. The report was highly positive about both and recommended that the Board consider opening other offices in various regions of the world. It also suggested that additional money and staff be allocated to the office in Paris. Eve Malmquist suggested the Board consider eventually opening an international office where the present area coordinators were active. He also suggested that, as soon as possible, professional reading people be hired for the European Office in Paris.

The Second European Seminar on Reading was held at UNESCO House in Paris, December 13-14, 1973. Fifteen European reading associations sent representatives. Those present included two directors of various divisions of UNESCO and a representative of the World Confederation of Organizations of the Teaching Profession, as well as the First Secretary of the Permanent Delegation of the Soviet Union to UNESCO. Elisabeth Boucherant and Eva Adjiman of the European Office attended, and President Black, President-Elect McCullough, and Executive Secretary Staiger also participated in the seminar.

The purposes of the seminar were to make specific plans for the European Office and to identify those activities on which the

European reading associations could work cooperatively to enhance reading and reading education.

Eve Malmquist was chairperson of the seminar. Much time was devoted to discussing problems of European reading teachers and how the various groups might cooperate to solve some of those problems. Reading education, literacy, teacher training, and research also were discussed. A number of specific proposals were made.

President Black wanted to be sure that the results of this kind of meeting really justified the expense and effort. It was his suggestion that the results of the European Seminar be objectively and thoroughly evaluated at a follow-up meeting scheduled at the time of the Fifth World Congress.

Eve Malmquist's International Development Committee worked on a massive study of current trends in literacy education around the world. The committee encouraged the development of new affiliates and devoted considerable effort to increasing services to existing affiliates.

The United Kingdom Reading Association held its Tenth Annual Conference; established new local councils; held workshops; and continued to publish its journal, books, and pamphlets.

The Finnish Reading Association hosted the Sixth Scandinavian Congress for Reading Therapists in August 1973. This meeting was attended by approximately 200 teachers, reading specialists, and psychologists. The meetings were held in the town of Otaniemi near Helsinki. A brief introduction to the Finnish school system was first on the program. Then participants turned their attention to special education, early diagnosis of reading and writing difficulties, and psycholinguistics.

The Reading Association in Sweden had seven local councils and a membership of 1,100 even though there were only 22 IRA memberships. During the year, ten reading conferences were held in Sweden and a number of Swedish members of the Association participated in the Sixth Scandinavian Congress for Reading Teachers held in Finland. The Swedish Association made plans to host the Seventh Congress in the city of Malmö in 1975.

The Association Suisse pour la Lecture (Swiss Reading Association) was a newcomer to the ranks of European affiliates. Francois Rostan was largely instrumental in developing the association. The Swiss affiliate eventually involved the Italian and German speaking areas of Switzerland in its activities.

The Indian Reading Association continued with the publication of its *Reading Journal*, an annual publication which appeared first in 1973. The *Journal* contained reports on developments in reading education, book reviews, and scholarly articles.

The Indian Association, with D. S. Rawat as president, initiated: 1) a handbook for teachers, 2) the preparation of supplementary read-

ing materials, 3) classroom research projects, 4) a newsletter, and 5) an annotated bibliography.

The Jamaica Reading Association held a workshop on "Language Arts in the Primary Schools." It was conducted by Katherine E. Torrant of the United States. In March 1974, the Jamaica Association held its Fourth Annual Conference in Kingston with literacy development as its focus.

Jean Burion began an extensive effort to set up a national reading association in Belgium. A provisional secretariat was established and a newsletter was initiated.

A group formed in Austria and started to work toward affiliation.

UNESCO awarded a contract to the French National Reading Association to translate into French *The Teaching of Reading*, the IRA/UNESCO sourcebook on reading. The French Association published its quarterly bulletin in which research in reading was reported and announcements of activities of the association were made.

New Zealand had nine councils which included most of the cities and towns. New Zealand and Australian members still did not want to be national affiliates but wanted to link directly to IRA through individual memberships in the Association. A National Coordinator Committee was established in New Zealand only as a kind of news agency. The area coordinator for Australia and New Zealand, Marie Clay, was provided with a discretionary travel support fund of \$200-\$500 for her work in establishing councils and enhancing membership.

Isabel Mignone of Argentina became Association Correspondent for Latin America. In that position, she dealt with the Association's correspondence, memberships, subscriptions, and translations.

William K. Durr, Ruth Love Holloway, and Ronald W. Mitchell represented IRA at the World Confederation of Teaching Professions in July 1973. At that meeting, IRA cosponsored a workshop with the host organization and the International Association of School Librarianship.

Theodore L. Harris, chairperson of the International Book Year Award Committee, reported that his committee selected the All Union State Library of Foreign Literature of Moscow for the International Book Year Award. At first, the Soviet representatives were skeptical of the offer but, after investigation, announced that the award would be accepted. The Board approved the committee's recommendation and directed that the award be presented at the Vienna World Congress.

During President Black's administration, the Fifth World Congress was planned for August 12-14, 1974 in Vienna. John E. Merritt chaired the Program Committee for the Congress. The committee planned to give attention to classroom teachers and other non-specialists through symposia. These sessions were designed to examine the latest approaches, in various nations, to problems in the regular

classroom. Perspectives sessions were planned for topics that were of international significance. Working parties were set up for informal exchange of ideas among the specialists from various countries.

Exhibits were planned of instructional reading material from the different countries. In all dimensions, Merritt and the members of the committee tried to set up a truly international meeting, which would deal with international topics and include program participants from all over the world.

The Nineteenth Annual Convention program was designed by President Black with the aid of President-Elect McCullough, Ralph Staiger, Ronald Mitchell, and Lacy A. Marcotte. The theme, "The Teacher: Key to Excellence in Reading," reflected President Black's ever-present concern that we strive to meet the practical needs of classroom teachers.

More than 11,000 registrants from fourteen nations attended the Annual Convention in New Orleans on May 1-4, 1974. Many problems, big and little, must be solved in making the arrangements for an Annual Convention. Lacy A. Marcotte and his Local Arrangements Committee ably solved them in New Orleans. During some of the frantic moments, Marcotte was able to keep everyone cheerful with delightful Cajun stories of his native Thibodaux, Louisiana.

Nearly 3,000 people attended the preconvention activities which included seventeen preconvention institutes. More than 250 separate sessions were held during the Convention itself, with a record number of 1,135 individuals on the program. The program had general sessions, thirty-four symposia, sixty microworkshops, open-ended discussions, research reports, reports of the Outstanding Dissertation Award winners, and cosponsored sessions.

Wilson Riles, California superintendent of public instruction, delivered the opening address to 5,000 people. He presented an optimistic view of the future of public education and pointed to the new developments that led to his optimism. In discussing educational technology, he told the audience what it wanted to hear: "Technology, great as it is . . . is not a replacement for the teacher. Without the teacher, none of those buzzing, humming, twinkling devices is sufficient or adequate."

One of the intellectual highlights of the Convention was the presentation by Max Lerner, journalist and educator, who spoke on "Reading and American Civilization." Eloisa Garcia de Lorenzo was the first major speaker from the nation of Uruguay to address an Annual Convention.

It was quite a year for outstanding dissertations. The Association's Outstanding Dissertation Awards went to: Richard L. Allington, Michigan State University; Raymond J. Horton, Hofstra University; Ross Oliver M. Latham, University of Alberta; Fillmore K. Peltz, Hofstra University; Charles W. Peters, University of Wisconsin at Madi-

son; and Laurence Walker, University of Alberta. Once again, Marion Jenkinson proved her skills as a trainer of scholars since two of the six winners were her students.

The Eighteenth Delegates Assembly had directed that an investigation be made into possible Association funding of councils in financial difficulties and of new councils just getting started. The Budget Committee's report to the Nineteenth Assembly recommended that such funds not be budgeted, since most councils in financial trouble were usually those that were not adequately planning for the needs and interests of their members. Money problems were only symptomatic of other problems. The Committee felt that recent additional services of field consultants, state and provincial chairpersons, visiting Board members, and others should be sufficient help for newly formed councils. The committee's report was accepted by the Delegates.

Chairperson Ethel M. King presented to the Delegates the work of the Resolutions Committee. The resolution "Charter of the Book," which was tabled by the Eighteenth Delegates Assembly, was removed from the table and passed by the Delegates:

WHEREAS, the general Conference of UNESCO proclaimed 1972 International Book Year with the theme, "Books for All"; and

WHEREAS, the theme selected for the World Congress on Reading in Buenos Aires, Argentina, in 1972 was "Reading for All";

BE IT RESOLVED that the Charter of the Book as presented by the United Nations Educational, Scientific, and Cultural Organization be adopted.

A resolution on federal support for programs for the gifted and talented also passed:

WHEREAS, the International Reading Association has for many years recognized the importance of providing each student in our schools with an educational program that best meets his or her individual needs and abilities; and

WHEREAS, the International Reading Association has consistently supported special education and guidance for gifted and talented youth through publications, symposia, and conferences; and

WHEREAS, in the United States, several bills have been introduced such as the Gifted and Talented Education Assistance Act S874 to the Senate and Bills HR5781 and HR7100 to the House of Representatives;

BE IT RESOLVED that the International Reading Association strongly support efforts to provide assistance to gifted and talented youth in every nation; and

BE IT FURTHER RESOLVED that the executive secretary-treasurer write letters to the appropriate members of legislative bodies in the United States urging passage of bills to provide assistance to gifted and talented youth.

The Delegates also passed a resolution concerning sparsely populated areas:

WHEREAS, there are aparsely populated areas where a genuine hardship exists in finding ten International Reading Association members;

BE IT RESOLVED that the International Reading Association Board of Directors consider the problem and investigate the possibility of assisting teachers in remote areas to become involved with some alternative to the present policy of requiring ten International Reading Association members as a basis for a local council.

Two resolutions were defeated. One dealt with changing the name of the Association to avoid the political connotations involved with the initials IRA, which for many persons represents the Irish Republican Army. The other defeated motion asked that the executive secretary plan a system to prevent conflict of dates among IRA and other state and regional educational conferences because such a plan was deemed infeasible.

The last action of the Assembly was the unanimous passage of the following resolution:

WHEREAS, through the distinguished service of Professor Eve Malmquist, the International Reading Association has become a recognized agency of a full life through literacy; and

WHEREAS, through his research and scholarship, Professor Malmquist has brought worldwide respect to our profession; and

WHEREAS, through his integrity, his personal character, and his warmth of friendship, he has touched our lives both professionally and personally;

BE IT RESOLVED that this 1974 Delegates Assembly of the International Reading Association acknowledge by a standing vote its appreciation for the distinguished services of Professor Eve Malmquist.

At the end of President Black's administration, Eve Malmquist retired from the positions of International Representative to the Board and chairperson of the International Development Committee. He was given a rising vote of thanks by the Board:

... for his extraordinary work of the past decade on behalf of the Association, teachers of reading, and children throughout the world, in confidence that his work will continue for many future decades.

President Black broke with the time-honored tradition of having a speaker for the Annual Banquet. Instead, a jazz concert was held to the vast approval of those who heard the Olympia Brass Band.

At the Banquet, Camille Curro, education reporter for the *Buffalo Courier Express*, received the Media Award. Curro, formerly a first

grade teacher, wrote the series, "Year of Reading," which was a description of reading programs in the Buffalo area schools.

The Special Service Award went to Mogens Jansen:

Tireless worker for the improvement of reading instruction, insightful organizer, forthright critic, and longtime leader of the Landsforeningen at Laesepaedagogen in Denmark. His outstanding work on behalf of the Association and all teachers of the Association and all teachers of reading can serve as a model for the profession in all countries.

The Citation of Merit was presented to William D. Sheldon who was saluted:

For his unflagging support of the classroom teacher, for his shrewd idealism and impatient zeal in the cause of literacy, for his unpredictable wit and predictable generosity, for inspiring students, raising funds, shaping policy, the International Reading Association salutes William D. Sheldon, superb organizer, eclectic scholar, and forthright teacher.

The Fourth General Session consisted of two separate meetings. Mary Austin asked the question, "Will Tomorrow Be Another Day?" and Arlindo Lopes Correa, president of the Brazilian Literacy Movement, talked about the instruction program he directed.

More than 300 exhibits covered one and one-half acres in the convention hall.

The conventioners found New Orleans to be very different from most other American cities in customs, manners, and amusements. Beyond the Convention halls, IRA members favored Royale Street for one kind of window shopping and Bourbon Street for another. In the late evenings, groups of conventioners passed and repassed each other strolling up and down old New Orleans streets.

At the annual Book and Author Luncheon John Langstaff, concert artist and children's author, talked to his audience about something many of them had not thought about, "Early Connections between Reading and Singing."

In the closing ceremonies at the luncheon, Millard H. Black placed the gavel in the capable hands of Constance M. McCullough, and everyone looked forward to a new year that would have a strong emphasis on international development.

For IRA it had been a good year. Service to members and councils had been greatly expanded; more people from private and public schools had assumed important roles in the Association's affairs, the administrative operations had been expanded and streamlined, and directions had been delineated for future international emphasis.

Today, the International Reading Association stands as a giant

among those forces which will affect the future of education. Its annual conventions attract over 10,000 people each year; its biennial world congresses bring together educators from many lands. The Association has more than 60,000 individual and institutional memberships in seventy nations; it has councils and affiliates with uncounted numbers of members; it has publications which reach thousands of people each month. But more than numbers and budgets and committee reports, the Association is made up of persons who care about books and children and one another. President Millard H. Black wrote in the January 1974 *Reading Today International*:

Tens of thousands of us are joined in a common purpose. We differ in many ways—the languages we speak, the governments to which we give allegiance, the professional responsibilities we fulfill. However, we are alike in that we share the goal of teaching people of various ages how to read, or how to read more effectively.

Appendix A

CONSTITUTION OF THE INTERNATIONAL COUNCIL FOR THE IMPROVEMENT OF READING INSTRUCTION

Adopted November 22, 1947

Article I—Name

The name of this organization is *THE INTERNATIONAL COUNCIL FOR THE IMPROVEMENT OF READING INSTRUCTION*.

Article II—Purposes

The purposes of the Council shall be

1. To stimulate and encourage research in
 - a. developmental, corrective, and remedial instruction in reading
 - b. the diagnosis of disabilities in reading
 - c. readability
 - d. the improvement of textbook construction and publication from the point of view of the reading problems therein and of their effect on reading instruction
2. To publish results of pertinent, significant investigations and experimentation to the end that general practices in reading instruction be improved.

Article III—Types of membership

- Sec. 1. Membership shall be designated as active or sustaining.
- Sec. 2. Applications or recommendations for membership must be made to the executive secretary and the qualifications approved by the Executive Board for the proposed member to become eligible to membership.
- Sec. 3. Active members shall include
 - a. Those engaged in research dealing with instruction in reading or with the diagnosis and correction of reading disabilities
 - b. Those engaged in the supervision of the teaching of reading
 - c. Those engaged in the teaching of reading
 - d. Parents of minor children
 - e. Those affiliated professionally with producing material for reading instruction
- Sec. 4. Sustaining members contribute substantially to the development and advancement of the Council. This membership is for professionally spirited people who cannot participate personally in the work of the Council, but desire to contribute financially to the support of its activities.
- Sec. 5. The annual dues for active members shall be \$1 and for sustaining members \$10

Article IV—Administration

- Sec. 1. The management of the Council shall be vested in an Executive Board.
- Sec. 2. The elected officers of the Council shall consist of a President, a Vice-President, a Treasurer, and four Delegates to the Executive Board.
- Sec. 3. The Executive Board shall consist of the elected officers of the Council and, when there be one, the Past President of the Council and four permanent members.
- Sec. 4. The President, Vice-President, and Treasurer shall be elected by the Council to serve for a period of one year. They shall perform the duties commonly ascribed to these officers.
- Sec. 5. The four Delegates to the Executive Board shall serve for two years, two delegates each to be elected in alternate years. In the original election following the adoption of this constitution, two delegates shall be elected for one year and two for two years.
- Sec. 6. When vacancies occur among the permanent members of the Executive Board, the remaining members of the Executive Board shall nominate to the Council at the annual meeting, a preeminent educator, whose lifework has been related to research or instruction in reading, as a candidate for the vacant permanent membership on the Executive Board. By a majority vote, the members present at the meeting of the Council may elect or reject the nominated candidate. If elected, the

person so elected shall hold office for life or until he resigns. If the nomination be rejected, the Executive Board shall nominate another candidate and the process of the election of permanent members, as described in this section above, shall be repeated until all vacant positions are filled, provided that no more than two permanent members of the Executive Board may be elected at any one annual meeting of the Council.

- Sec. 7. The Executive Board shall elect an Executive Secretary from among its members when the position becomes vacant. The Executive Secretary shall serve for two years from the date of his election.

So long as his term as a member of the Executive Board is in force, the member elected to become Executive Secretary shall be entitled to a vote on the Executive Board. Thereafter, he shall serve as Executive Secretary without vote until the expiration of his term of office as Executive Secretary.

The Executive Secretary shall keep all records of the Council and of the Executive Board, and shall be the official agent for conducting business for either body as it may direct.

The Executive Secretary shall act as secretary, maintaining the usual records and minutes, at all meetings of both the Council and the Executive Board.

- Sec. 8. It shall be within the power of the Executive Board to charter local study groups from among the membership of the Council, which study groups may function locally within the provision of the issued charter.

Article V—Elections

- Sec. 1. A nominating committee of three members shall be elected by the Executive Board. This procedure is to be carried on by mail through the office of the Executive Secretary who shall arrange to complete the election of the nominating committee two months prior to the date of the annual meeting and immediately notify the elected members of the nominating committee.

- Sec. 2. The nominating committee shall present nominees at the regular annual meeting.

- Sec. 3. Nominations from the floor shall be in order at the regular meeting.

- Sec. 4. Election of officers shall take place at the annual meeting and the elected officers shall take office at the termination of the annual meeting.

Article VI—Meetings

- Sec. 1. The Council shall meet four times each year, holding one meeting each during the months of October, December, February, and May.

- Sec. 2. The May meeting shall constitute the annual meeting.

- Sec. 3. The exact date and place of the meetings shall be determined by the Executive Board.

- Sec. 4. The President, with the advice of the Executive Board, shall determine the agenda for the meetings of the Council. However, at each meeting, provision must be made for motions from the floor by members in attendance at the meeting. All business shall be conducted at meetings of the Council in accordance with *Robert's Rules of Order, Revised*.

- Sec. 5. Announcements of the date and place of the meetings shall be made either by notice or by publication in the pages of the official journal of the Council and sent by mail to all members of the Council.

Article VII—Publications

The Executive Board shall appoint an Editorial Board, consisting of an editor who shall be a member of the Executive Board and associate to the number deemed necessary by the Executive Board, all of which associates shall be members of the Council. This Editorial Board shall have power to cause the publication of significant investigations, and scientific experiments pertinent to reading instruction and the diagnosis and correction of reading disabilities. It shall publish reports of all proceedings of the Council meetings.

Article VIII—Amendments

- Sec. 1. The constitution may be amended by vote by two-thirds of the members present at an annual meeting, provided that copies of the proposed amendments have been mailed to the active members and received by them one month prior to the meeting.

Sec. 2. The Executive Secretary shall mail copies of proposed amendments to the members of the Council, as provided in Section 1 of this Article, when requested in writing so to do by ten members of the Council.

Sec. 3. By unanimous vote of the Executive Board all provisions of the constitution, except those pertaining to the annual meeting, may be set aside to meet emergencies. Such action by the Executive Board must be reported at the next annual meeting of the Council, and must also be reported in full in the first official publication by the Editorial Board subsequent to the date of the action.

Article IX—Provision for Inaugurating Operation of the Constitution

(Note: This Article, by its own wording, automatically ceased to be in effect following the March 13, 1948, meeting. It is, therefore, not repeated here.)

Appendix B

ICIRI OFFICIAL ROSTERS

1947

Temporary Steering Committee (elected November 22, 1947)

Eugene W. Shronk, Chairperson	Gertrude H. Williams
Emmett A. Betts	Regina Heavey
Russell G. Stauffer	Marjorie S. Johnson
George L. Johnson	Mason H. Watson, Secretary-Treasurer

Nominating Committee

Naomi B. Short	Ralph C. Staiger
Harold S. Delavan	

1948-1949

President	Eugene W. Shronk
Vice-President	Ethel Maney
Treasurer	Mason H. Watson
Secretary	Marjorie S. Johnson

Delegates to the Executive Board

Dorothy M. Green	Patrick A. Killgallon
Gertrude Williams	David Haimbach

Committee Chairpersons

Program Committee	Marjorie S. Johnson
Reorganization Committee	David L. Cline

1949-1950

President	Nila Banton Smith
Vice-President	Edward Myers
Treasurer	Millard H. Black
Past President	Eugene Shronk
Executive Secretary	Roy A. Kress

Executive Council

Regina Heavey	Charles Joyce
Margaret A. Robinson	Gertrude Williams

Committee Chairpersons

Publications	Marjorie S. Johnson
Legislative	David L. Cline
Judicial	Charles Joyce
Auditing	Mason H. Watson
Research	Gertrude Williams
Organization	Rosemary Green
Canadian Chairperson	Margaret A. Robinson
Board Advisor	Emmett A. Betts

1950-1952

President	Gerald A. Yoakam
Vice-President	Albert J. Harris
Treasurer	Paul Daniels
Past President	Nila Banton Smith
Executive Secretary	Roy A. Kress
	Donald L. Cleland

Committee Chairpersons

Publications	Nancy Larrick
Legislative	David L. Cline
Judicial	Charles Joyce
Auditing	Mason Watson
Research	Gertrude Williams
Organization	Emmett A. Betts
Canadian Chairperson	Margaret A. Robinson

1952-1953

President	Albert J. Harris
President-Elect	Paul A. Witty
Past President	Gerald A. Yoakam
Executive Secretary-Treasurer	Donald L. Cleland

Board Members

Emmett A. Betts	Margaret A. Robinson
Nancy Larrick	H. Alan Robinson

Committee Chairpersons

Organization	Emmett A. Betts
Elections	Gertrude Williams
Program	Paul A. Witty
Publications	Nancy Larrick
Publicity	H. Alan Robinson
Canadian Chairperson	Margaret A. Robinson

1953-1954

President	Paul A. Witty
President Elect	Margaret A. Robinson
Past President	Albert J. Harris
Executive Secretary-Treasurer	Donald L. Cleland

Board Members

Emmett A. Betts	Donald D. Durrell
Nancy Larrick	Ruth Strang

Committee Chairpersons

Organization	William D. Sheldon
Advertising	H. Alan Robinson
Publications	Nancy Larrick
	J. Allen Figurel
Program	Margaret A. Robinson
Elections Committee	H. Alan Robinson
	Donald Cleland
	Ruth Strang

1954-1955

President	Margaret A. Robinson
President-Elect	William S. Gray
Past President	Paul A. Witty
Executive Secretary-Treasurer	Donald L. Cleland

Directors

Ruth Strang	David H. Russell
Walter B. Barbe	Nancy Larrick
Emmett A. Betts	LaVerne Strong

Committee Chairpersons

Program	William S. Gray
Organization	William D. Sheldon
Publications	J. Allen Figurel
Advertising	H. Alan Robinson
Local Arrangements	Eugene Shronk

1955

President	William S. Gray
President-Elect	Nancy Larrick
Past President	Margaret A. Robinson
Executive Secretary-Treasurer	Donald L. Cleland

Directors

Walter Barbe	Emmett A. Betts
David H. Russell	William D. Sheldon
Ruth Strang	LaVerne Strong

Committee Chairpersons

Elections	Margaret A. Robinson
Program	Nancy Larrick
Organization	William D. Sheldon
Advertising	H. Alan Robinson
Publications	J. Allen Figurel
Publicity and Public Relations	Helen Huus
Merger with NART Members	Albert J. Harris
	Ruth Strang
	Nancy Larrick

Appendix C

NATIONAL ASSOCIATION OF REMEDIAL TEACHERS OFFICIAL ROSTERS

1947-1948

Board of Representatives

President	Elva E. Knight
Vice-President	Marion Kingsbury
Secretary	Anne Coolidge Moore
Treasurer	P. Douglas Courtney

Executive Committee

Jane Hilder	Arthur Traxler
Ullin Leavell	Frances O. Triggs
Ethel S. Maney	

Nominating Committee Chairperson

James E. Forsythe

1948-1949

President	Elva E. Knight
Vice-President	Marion Kingsbury
Secretary	Anne Coolidge Moore
Treasurer	P. Douglas Courtney

Executive Committee

Jane Hilder	Arthur Traxler
Ullin Leavell	Lyle Farrell
Ethel S. Maney	Frances O. Triggs

Editor

Katharine Smithies

Nominating Committee Chairperson

Mildred Downes

1949-1950

President	Elva E. Knight
Vice-President	Marion Kingsbury
Secretary	Frances O. Triggs
Treasurer	P. Douglas Courtney

Executive Committee

Lyle Farrell	Anne Coolidge Moore
Jane F. Hilder	Helen M. Robinson
William Kottmeyer	Ullin Leavell
Ethel S. Maney	Arthur Traxler

Editor

Katherine Torrant

1950-1951

President	William S. Gray
Vice-President	Helen M. Robinson
Secretary	Frances O. Triggs
Treasurer	Phillip Shaw

Elected Members

Albert J. Harris
 Katherine Kenneally
 Marion Kingsbury
 Elva E. Knight

William Kottmeyer
 Anne C. Moore
 Arthur E. Traxler

Editor

Katherine E. Tarrant

1951-1952

President	Helen M. Robinson
Vice-President	Helen B. Sullivan
Secretary	C. Winfield Scott
Treasurer	Phillip Shaw
Past President	William S. Gray

Elected Members

Martha M. Gesling
 Albert J. Harris
 Katherine Kenneally
 Marion Kingsbury
 William Kottmeyer

Robert P. Larson
 Elizabeth Peabody
 Elva E. Knight
 Arthur E. Traxler

Director of Regional Chairpersons

George S. Spear

Editor

Elizabeth A. Simpson

1952-1953

President	Helen Blair Sullivan
Vice-President	George D. Spache
Secretary	C. Winfield Scott
	Katherine Tarrant (after January 1, 1953)
Treasurer	Phillip Shaw
Past President	Helen M. Robinson

Elected Members

Guy L. Bond
 Martha Gesling
 Albert J. Harris
 William Kottmeyer
 Robert P. Larson

Elizabeth Peabody
 Ruth M. Strang
 Arthur E. Traxler
 Paul A. Witty

Editor

Elizabeth Simpson

Director, Regional Chairpersons

George B. Spear

Mary C. Austin (filling unexpired term)

1953-1954

President	George D. Spache
Vice-President	Ruth M. Strang
Secretary	Elizabeth Simpson
Treasurer	Frederick Westover
Past President	Helen B. Sullivan

Elected Members

Guy L. Bond
 Martha Gesling
 William Kottmeyer
 Robert P. Larson

Anne McKillop
 Elizabeth Peabody
 Katherine Torrant
 Paul A. Witty

Editor

Phillip Shaw

Director, Regional Chairpersons

Mary C. Austin

1954-1955

President Ruth M. Strang
 Vice-President Albert J. Harris
 Secretary Elizabeth Simpson
 Treasurer Charles B. Huelaman, Jr.
 Past President George D. Spache

Elected Members

A. Sterl Artley
 Guy L. Bond
 William Kottmeyer
 Dorothy Lampard

Anne McKillop
 Agatha Townsend
 Katherine Torrant
 Paul A. Witty

Editor

Phillip Shaw

Director, Regional Chairpersons

Marco Raphael

Appendix D**NART ANNUAL CONFERENCES**

October 31, 1947	Roosevelt Hotel, New York City
October 29, 1948	Roosevelt Hotel, New York City
October 29, 1949	Hotel Statler, New York City
October 28, 1950	Hotel Statler, New York City
November 3, 1951	Hunter College, New York City
November 1, 1952	Hunter College, New York City
November 1, 1953	Hunter College, New York City
November 26-27, 1954	Wayne State University, Detroit, Michigan
October 28-29, 1955	Teachers College of Columbia University, Roosevelt Hotel, and Hunter College, New York City

Appendix E

IRA OFFICIAL ROSTERS

January 1—June 30, 1956

President	William S. Gray, The University of Chicago, Chicago, Illinois
President-Elect	Nancy Larrick, Random House, New York, New York
Past President	Ruth Strang, Teachers College, Columbia University, New York, New York
Executive Secretary-Treasurer	Donald L. Cleland, University of Pittsburgh, Pittsburgh, Pennsylvania

Directors

Albert J. Harris, Queens College, Flushing, New York
 Margaret A. Robinson, Pauline Avenue School, Toronto
 LaVerne Strong, State Department of Education, Hartford, Connecticut
 George D. Spache, University of Florida, Gainesville, Florida
 Elizabeth A. Simpson, Illinois Institute of Technology, Chicago, Illinois
 William D. Sheldon, Syracuse University, Syracuse, New York

Committee Chairpersons

Constitution and Bylaws: Helen M. Robinson
 Budget: William S. Gray
 Election: Margaret A. Robinson
 Publications: J. Allen Figurel
 Editorial Advisory Board: Nila Banton Smith
 Studies and Research: George D. Spache
 Program: Nancy Larrick
 Local Arrangements: Elsie Stahl
 Evaluation: Mary E. Coleman
 Elva Knight Research Fund: Arthur I. Gates
 Publicity: Helen Huus
 Organization: William D. Sheldon
 Regional and State Organization: Mary Austin
 Life Membership: Emmett A. Betts
 Special Committee to Confer with other Reading Associations: LaVerne Strong

July 1, 1956—June 30, 1957

President	Nancy Larrick, Random House, New York, New York
President-Elect	Albert J. Harris, Queens College, Flushing, New York
Past President	William S. Gray, The University of Chicago, Chicago, Illinois
Executive Secretary-Treasurer	Donald L. Cleland, University of Pittsburgh, Pittsburgh, Pennsylvania

Directors

LaVerne Strong, State Department of Education, Hartford, Connecticut
 George Spache, University of Florida, Gainesville, Florida
 Elizabeth A. Simpson, Illinois Institute of Technology, Chicago, Illinois
 William D. Sheldon, Syracuse University, Syracuse, New York
 Phillip B. Shaw, Brooklyn College, Brooklyn, New York
 Linda C. Smith, Betts Reading Clinic, Haverford, Pennsylvania

Committee Chairpersons

Constitution and Bylaws: Helen M. Robinson
 Budget: Nancy Larrick
 Election: Ruth Strang
 Publications: J. Allen Figurel
 Studies and Research: George D. Spache

Program: Albert J. Harris
 Evaluation: Charles B. Huelsman, Jr.
 Elva Knight Research Fund: Katherine E. Torrant
 Publicity: Helen Huus
 Organization: Mary C. Austin and Clare B. Routley

July 1, 1957—June 30, 1958

President Albert J. Harris, Queens College, Flushing, New York
 President-Elect George D. Spache, University of Florida, Gainesville, Florida
 Past President Nancy Larrick, Random House, New York, New York
 Executive Secretary-Treasurer James M. McCallister,
 International Reading Association, Chicago, Illinois

Directors

Elizabeth A. Simpson, Illinois Institute of Technology, Chicago, Illinois
 William D. Sheldon, Syracuse University, Syracuse, New York
 Phillip B. Shaw, Brooklyn College, Brooklyn, New York
 Linda C. Smith, Betts Reading Clinic, Haverford, Pennsylvania
 Dorothy Lampard, University of Alberta, Edmonton, Alberta
 David H. Russell, University of California, Berkeley, California

Committee Chairpersons

Advertising: H. Alan Robinson
 Budget: Albert J. Harris
 Bylaws: Elizabeth A. Simpson
 Chicago Advisory: William S. Gray
 Elva Knight Research Fund: Katherine E. Torrant
 Evaluation: A. Sterl Artley
 Liaison with NCTE: Nancy Larrick
 Local Arrangements: Lorena M. Scherkenbach
 Membership: Ralph C. Staiger
 Organization: Mary C. Austin
 Canadian Organization: Clare B. Routley
 Organization Structure: LaVerne Strong
 Studies and Research: Arthur E. Traxler
 Television: Lyman C. Hunt
 Program: George D. Spache
 Publicity: Helen Huus
 Elections: William S. Gray
 Publications: Nila Banton Smith

July 1, 1958—June 30, 1959

President George D. Spache, University of Florida, Gainesville, Florida
 President-Elect A. Sterl Artley, University of Missouri, Columbia, Missouri
 Past President Albert J. Harris, Queens College, Flushing, New York
 Executive Secretary-Treasurer James M. McCallister,
 International Reading Association, Chicago, Illinois

Directors

Phillip B. Shaw, Brooklyn College, Brooklyn, New York
 Linda C. Smith, Betts Reading Clinic, Haverford, Pennsylvania
 Dorothy Lampard, University of Alberta, Edmonton, Alberta
 David H. Russell, University of California, Berkeley, California
 Mildred A. Dawson, Sacramento State College, Sacramento, California
 Helen M. Robinson, University of Chicago, Chicago, Illinois
 Ralph C. Staiger, Mississippi Southern College, Hattiesburg, Mississippi

Committee Chairpersons

Constitution and Bylaws: Elizabeth A. Simpson
Budget: George D. Spache
Elections: Nancy Larrick
Publications: Nila Banton Smith
Studies and Research: Theodore Clymer
Program: A. Steri Arley
Local Arrangements: Margaret A. Robinson
Evaluation: Emmett A. Betts
Elva Knight Research Fund: Marion Kingsbury
Publicity: Dorothy Kendall Bracken
Organization: LaVerne Strong
Canadian Organization: Clare B. Routley
Membership: H. Alan Robinson
Conference Promotion: Clare B. Routley
Membership Standards: Charles T. Letson

July 1, 1959—June 30, 1960

President A. Steri Arley, University of Missouri, Columbia, Missouri
President-Elect Mary C. Austin, Harvard University, Cambridge, Massachusetts
Past President George D. Spache, University of Florida, Gainesville, Florida
Executive Secretary-Treasurer James M. McCallister
International Reading Association, Chicago, Illinois

Directors

Dorothy Lampard, University of Alberta, Edmonton, Alberta, Canada
David H. Russell, University of California, Berkeley, California
Mildred A. Dawson, Sacramento State College, Sacramento, California
Helen M. Robinson, University of Chicago, Chicago, Illinois
Ralph C. Staiger, Mississippi Southern College, Hattiesburg, Mississippi
Nila Banton Smith, New York University, New York, New York
Anne McKillop, Teachers College, Columbia University, New York, New York
Morton Botel, Bucks County Public Schools, Levittown, Pennsylvania

Committee Chairpersons

Constitution and Bylaws: Margaret Early
Budget: A. Steri Arley
Elections: Albert J. Harris
Publications: Phillip B. Shaw
Studies and Research: Theodore Clymer
Local Arrangements: Albert J. Harris and Dorothy M. Dietrich
Chicago Advisory: William S. Gray
Overseas Activities: George D. Spache
Evaluation: Fred Deverell
Membership: H. Alan Robinson
Membership Standards: Charles T. Letson
Television: Arthur McDonald
Organization: LaVerne Strong
Associate for Canada: Clare B. Routley
Associate for Australia: May F. Marshall
Publicity: Dorothy Kendall Bracken
Elva Knight Research Fund: Marion Kingsbury
Preconvention Conference: Jeanne Chail
Program: Mary C. Austin
Citations and Awards: Ralph C. Staiger
Committee Structure: Morton Botel
Extension of IRA Activities: Nila Banton Smith

July 1, 1960—June 30, 1961

President Mary C. Austin, Harvard University, Cambridge, Massachusetts
President-elect William D. Sheldon, Syracuse University, Syracuse, New York
Past President A. Steri Arley, University of Missouri, Columbia, Missouri
Executive Secretary-Treasurer James M. McCallister,
International Reading Association, Chicago, Illinois

Directors

Mildred A. Dawson, Sacramento State College, Sacramento, California
Helen M. Robinson, University of Chicago, Chicago, Illinois
Ralph C. Staiger, Mississippi Southern College, Hattiesburg, Mississippi
Nila Banton Smith, New York University, New York, New York
Anne McKillop, Teachers College, Columbia University, New York, New York
Morton Botel, Bucks County Public Schools, Levittown, Pennsylvania
Gertrude Whipple, Detroit Public Schools, Detroit, Michigan
Donald L. Cleland, University of Pittsburgh, Pittsburgh, Pennsylvania
Donald Warren, Niagara Falls, Canada

Committee Chairpersons

Bylaws: Margaret Early
Budget: Mary C. Austin
Elections: George D. Spache
Publications: Phillip B. Shaw
Studies and Research: Theodore Clymer
Local Arrangements: Charles Humphrey and Hilda Dillinger
Chicago Advisory: Helen M. Robinson
Overseas Activities: George D. Spache
Membership: H. Alan Robinson
Professional Standards: Charles T. Letson
Television: Nina T. Flierl
Organization: LaVerne Strong
Associate for Canada: Dorothy Lampard
Associate for Australia: May F. Marshall
Publicity: Dorothy Kendall Bracken
Preconvention Institutes: Jeanne Chall
Program: William D. Sheldon
Citations and Awards: George D. Spache
Committee Structure: Morton Botel
Permanent Headquarters: Helen M. Robinson
Honoraria: Donald L. Cleland

July 1, 1961—June 30, 1962

President William D. Sheldon, Syracuse University, Syracuse, New York
President-Elect Morton Botel, Bucks County Public Schools, Levittown, Pennsylvania
Past President Mary C. Austin, Harvard University, Cambridge, Massachusetts
Executive Secretary-Treasurer James M. McCallister,
International Reading Association, Chicago, Illinois

Directors

Jeanne Chall, The City College, New York, New York
Henry Bamman, Sacramento State College, Sacramento, California
Dorothy Kendall Bracken, Southern Methodist University, Dallas, Texas
Theodore Clymer, University of Minnesota, Minneapolis, Minnesota
H. Alan Robinson, University of Chicago, Chicago, Illinois
Nila Banton Smith, New York University, New York, New York
Gertrude Whipple, Detroit Public Schools, Detroit, Michigan

Donald L. Cleland, University of Pittsburgh, Pittsburgh, Pennsylvania
Donald Warren, Niagara Falls, Ontario

Committee Chairpersons

Bylaws: Leonard Braam
Budget: William D. Sheldon
Elections: A. Sterl Artley
Evaluation: Margaret Early
Publications: Phillip B. Shaw
Studies and Research: Theodore Clymer
Local Arrangements: Edward Griffin and Constance M. McCullough
Chicago Advisory: Helen M. Robinson
Overseas Activities: George D. Spache
Professional Standards: Charles T. Letson
Television: Nina T. Flieri
Organization: LaVerne Strong
Associate for Canada: Donald Warren
Publicity: Dorothy Kendall Bracken
Cosponsored Programs: Morton Botel
Citations and Awards: George D. Spache
Permanent Headquarters: Elizabeth A. Simpson
Honoraria: Donald L. Cleland
Doctoral Dissertation Recognition Committee: Nila Banton Smith
Program: William D. Sheldon

July 1, 1962—June 30, 1963

President Morton Botel, Bucks County Public Schools, Levittown, Pennsylvania
President-Elect Nila Banton Smith, New York University, New York, New York
Past President William D. Sheldon, Syracuse University, Syracuse, New York
Executive Secretary-Treasurer: Ralph C. Staiger, University of Delaware, Newark Delaware
Assistant Executive Secretary Dorothy Tremblay, International Reading Association,
Newark, Delaware

Directors

Jeanne Chail, The City College, New York, New York
Dorothy Kendall Bracken, Southern Methodist University, Dallas Texas
Theodore Clymer, University of Minnesota, Minneapolis, Minnesota
H. Alan Robinson, University of Chicago, Chicago, Illinois
Marion D. Jenkinson, University of Alberta, Edmonton, Alberta
Arthur S. McDonald, Marquette University, Milwaukee, Wisconsin
Donald L. Cleland, University of Pittsburgh, Pittsburgh, Pennsylvania
Gertrude Whipple, Detroit Public Schools, Detroit, Michigan
Donald Warren, Niagara Falls Public Schools, Niagara Falls, Ontario

Committee Chairpersons

Publications: Constance M. McCullough
Studies and Research: Leo Fay
Organization: Henry A. Bamman
Budget: Morton Botel
Evaluation: Josephine Wolfe
Bylaws: Donald L. Cleland
Citations: A. Sterl Artley
Resolutions: Gertrude Whipple
International Status: Albert J. Harris
College and University Liaison: Thomas Nally
Professional Standards: Charles Letson
Joint IRA/NCTE Committee on Reading and Linguistics: Priscilla Tyler
Commission on Evaluation in Reading: Marjorie Seddon Johnson

Commission on Lifetime Reading: Nancy Larrick
Commission on Multimedia: Shelley Umans
Elections: Mary C. Austin

July 1, 1983—June 30, 1984

President Nila Banton Smith, New York University, New York, New York
President-Elect Theodore Clymer, University of Minnesota, Minneapolis, Minnesota
Past President Morton Botel, Bucks County Public Schools, Levittown, Pennsylvania
Executive Secretary-Treasurer Ralph C. Staiger, University of Delaware,
Newark, Delaware

Directors

Jeanne Chall, The City College, New York, New York
Dorothy Kendall Bracken, Southern Methodist University, Dallas, Texas
Helen Huus, University of Pennsylvania, Philadelphia, Pennsylvania
H. Alan Robinson, University of Chicago, Chicago, Illinois
Marion D. Jenkinson, University of Alberta, Edmonton, Alberta
Arthur S. McDonald, Marquette University, Milwaukee, Wisconsin
Leo Fay, Indiana University, Bloomington, Indiana
Harold M. Nason, Department of Education, Halifax, Nova Scotia
Leonard Courtney, St. Mary's College, Winona, Minnesota

Committee Chairpersons

Budget: Nila Banton Smith
Elections: William D. Sheldon
Evaluation: John Bormuth
Organization:
 Canada: Donald Warren
 International: Nancy Young
 United States: Henry A. Bamman
Publications: Robert Karlin
Studies and Research: Wallace Ramsey
Abstracts: Arnold Jewett
Affiliations: James Jan Tausch
Bylaws: Donald L. Cleland
Citations: Russell G. Stauffer
Dissemination of Information to Councils: Daniel Briggs
Instructions for Committees: Ira E. Aaron
Joint IRA/NCTE Committee on Reading and Linguistics: Priscilla Tyler
Library Development: Nancy Larrick
Lifelong Reading: Mary C. Austin
Professional Standards: Charles Letson
Television: Clare Routley
Timely Issues: Gertrude Whipple

July 1, 1984—June 30, 1985

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President-Elect Dorothy Kendall Bracken, Southern Methodist University, Dallas, Texas
Past President Nila Banton Smith, Glassboro State College, Glassboro, New Jersey
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Marion D. Jenkinson, University of Alberta, Edmonton, Alberta
Arthur S. McDonald, Marquette University, Milwaukee, Wisconsin
Leo Fay, Indiana University, Bloomington, Indiana

Program: Dorothy Kendall Bracken
 Publications: Leonard Courtney
 Resolutions on Timely Issues: George D. Spache
 Studies and Research: Robert Ruddell
 Abstracts and Information Retrieval: Edward G. Summers
 A-V Aids: Harold L. Herber
 Bylaws: Donald L. Cleland
 Disadvantaged Readers: Millard H. Black
 History of IRA: Helen M. Robinson
 International Congress: Marlon D. Jenkinson
 Joint IRA/NCTE Committee on Reading and Linguistics: Priscilla Tyler
 Library Development: Alvina T. Burrows
 Lifetime Reading: Mary C. Austin
 Literacy: William D. Sheldon
 Long Range Planning: Roy A. Kress
 Membership and Dissemination of Information to Councils: Robert F. Kinder
 Newspaper Awards: Russell G. Stauffer
 Parents and Reading: William K. Durr
 Television: Hazel Horn Carroll
 Volunteer Tutors: H. Alan Robinson
 Reading Development: Dorothy M. Dietrich
 Headquarters: Leo Fay

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Assistant Executive Secretary Ronald W. Mitchell, International Reading Association,
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Helen Huus, University of Pennsylvania, Philadelphia, Pennsylvania
Roy A. Kress, Temple University, Philadelphia, Pennsylvania
Althea Beery, Cincinnati Public Schools, Cincinnati, Ohio
Leonard Courtney, St. Mary's College, Winona, Minnesota
Grace McClellan, Child Guidance Clinic of Greater Winnipeg, Winnipeg, Manitoba
Margaret J. Early, Syracuse University, Syracuse, New York
Theodore Harris, University of Wisconsin, Madison, Wisconsin
Eve Malmquist, National School for Educational Research, Linköping, Sweden

Budget: Mildred A. Dawson
Citations and Awards: Arthur McDonald
Elections: Theodore Clymer
Evaluation: Sara Freeman
Organization: Henry A. Bamman
Professional Standards and Ethics: Dorothy M. Dietrich
Program: Mildred A. Dawson
Publications: Leonard Courtney
Resolutions on Timely Issues: George D. Spache
Studies and Research: Robert Ruddell
Automation and Reading: John R. Bormuth
Abstracts and Information Retrieval: Edward G. Summer

Canadian Organization:

British Columbia and Alberta: Harold Covell

Quebec: Gordon Bennett

The Maritimes: Elizabeth Orchard

Ontario: John N. Ryckman

Manitoba and Saskatchewan: Grace Walby

Citations and Awards: Arthur W. Hellman

Subcommittee for Citations of Merit and Service Awards: Jean F. Hamilton

Subcommittee for Media Awards: Lawrence Charry

Subcommittee for Research Awards: Jean E. Robertson

Council Program Aids: Delva Daines

Educational Television: Hazel Horn Carroll

Elections: H. Alan Robinson

ERIC/CRIER Advisory Board: James Laffey and William Eller

Evaluation: Lester L. Van Gilder

Evaluation of Instructional Materials: Larry Harris

Evaluation of Reading Programs: Betty Yarbrough

Facilities for Reading: John E. Martin

Fund Raising: William D. Sheldon

Headquarters: Virginia D. Yates

History of IRA: Ralph C. Staiger

International Development: Henry A. Bamman

Library and Literature: Ruth K. Carlson

Subcommittee for Joint IRA/Children's Book Council: Harold Tanyzer

Membership and Organization: Jack Humphrey

Paraprofessionals and Reading: Phillip Harris

Parents and Reading: Carl B. Smith

Professional Standards and Ethics: J. Roy Newton

Program: Helen Huus and Donald L. Cleland

Psycholinguistics and Reading: Kenneth S. Goodman

Publications: Leonard Courtney and Dorothy DeBoer

Reading Development (with American Book Publishers Council): Dorothy Dietrich

Reading for the Blind: Leo F. Hanley

Reading for the Disadvantaged: Thomas D. Horn

Reading for the Gifted and Creative: Paul A. Witty

Resolutions: Hazel D. Simpson

Studies and Research: Harry Singer

Teacher Education: A. Sterl Artley

July 1, 1970—June 30, 1971

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President-Elect Theodore L. Harris, University of Puget Sound, Tacoma, Washington

Past President Helen Huus, University of Missouri, Kansas City, Missouri

Executive Secretary-Treasurer Ralph C. Staiger, International Reading Association,
Newark, Delaware

Assistant Executive Secretary Ronald W. Mitchell, International Reading Association,
Newark, Delaware

Directors

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Mildred H. Freeman, Urban Laboratory in Education, Atlanta, Georgia

Ethel M. King, University of Calgary, Calgary, Alberta

Thomas C. Barrett, University of Wisconsin, Madison, Wisconsin

Constance M. McCullough, San Francisco State College, San Francisco, California

Eileen E. Sargent, Nicolet Union High School, Milwaukee, Wisconsin

Marjorie S. Johnson, Temple University, Philadelphia, Pennsylvania

Robert Karlin, Queens College, City University of New York, Flushing, New York
Olive S. Niles, State Department of Education, Hartford, Connecticut

Committee Chairpersons

Commission on High Quality Teacher Education: Harry Sartain and Paul Stanton

Commission on Nature of the Reading Process: Theodore Clymer and Leo Fay

Automation: Nicholas J. Silveroli

Basic Education and Reading: Joseph A. Mangano

Bylaws: Lorraine Morgan

Canadian Organization: Grace Walby

Citations and Awards: Jean E. Robertson

Subcommittee on Citations: Pau: Conrad Berg

Subcommittee on Media Awards: Bruce Lloyd

Subcommittee on Research Awards: Robert Emans

Council Program Aids: Robert Leibert

Disabled Reader Committee: Carrie Dawson

Educational Television: Barbah Lea Johnson

Elections: Leo Fay

ERIC/CRIER Advisory Board: James Laffey and William Eller

Evaluation: Eunice Newton

Evaluation of Instructional Materials: Larry Harris

Evaluation of Reading Programs: Betty Yarrowburgh

Evaluation of Teacher Education Programs in Reading: Grayce Ransom

Evaluation of Tests: Roger Farr

Fund Raising: Donald L. Cleland

Headquarters: Thomas Barrett

History of IRA: William C. Davies

International Development: Henry A. Bamman

Joint IRA/Children's Book Council

Representing IRA: Harold Tanyzer

Representing CBC: Jean Karl

Library and Literature: Ruth K. Carlson

Membership and Organization—United States: Jack W. Humphrey

Paraprofessionals and Reading: Phillip Harris and Marian Lee Vick

Parents and Reading

Representing IRA: Carl B. Smith

Representing PTA: Mrs. Leon S. Price

Professional Standards and Ethics: J. Roy Newton

Program: Donald L. Cleland

Subcommittee on Regional Conferences: Theodore L. Harris

Psycholinguistics and Reading: Kenneth S. Goodman

Publications: Joseph S. Nemeth

Reading for the Aging: Lester Emans

Reading for the Blind: Leo F. Hanley

Reading Development (with Association of American Publishers)

Representing IRA: Dorothy Dietrich

Representing AAP: Richard J. Walsh, Jr.

Reading for the Gifted and Creative: Paul A. Witty

Resolutions: Hazel D. Simpson

Studies and Research: Sara W. Lundsteen

Teacher Education: A. Sterl Artley

COORDINATORS OF SPECIAL SERVICES

Educational Tours: Dorothy Kendall Bracken

Overseas Representative: Eve Malmquist

Placement Services: Ann Robinson

Radio and Television Production: Hazel Horn Carroll

July 1, 1971—June 30, 1972

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 President-Elect William K. Durr, Michigan State University, East Lansing, Michigan
 Past President Donald L. Cleland, University of Pittsburgh, Pittsburgh, Pennsylvania
 Executive Secretary-Treasurer Ralph C. Staiger, International Reading Association,
 Newark, Delaware
 Assistant Executive Secretary Ronald W. Mitchell, International Reading Association,
 Newark, Delaware

Directors

Thomas C. Barrett, University of Wisconsin, Madison, Wisconsin
 Constance M. McCullough, San Francisco State College, San Francisco, California
 Eileen E. Sargent, Nicolet Union High School, Milwaukee, Wisconsin
 Marjorie Seddon Johnson, Temple University, Philadelphia, Pennsylvania
 Robert Karlin, Queens College, City University of New York, Flushing, New York
 Olive S. Niles, State Department of Education, Hartford, Connecticut
 William Eller, State University of New York, Buffalo, New York
 William J. Iverson, Stanford University, Stanford, California
 Eunice Shadd Newton, Howard University, Washington, D.C.

Committee Chairpersons

Commission on the Nature of the Reading Process: Theodore Clymer
 Commission on Teacher Education: Harry W. Sartain and Paul E. Stanton
 Accountability and Performance Contracting: George B. Brain
 Basic Education and Reading: Don A. Brown
 Building Fund: Donald L. Cleland
 Bylaws: Margaret J. Early
 Canadian Organization: Grace Walby
 Citations and Awards: Jean E. Robertson
 Subcommittee on Citations: Gertrude Whipple
 Subcommittee on Media Awards: Bruce A. Lloyd
 Subcommittee on Research Awards: Robert Emans
 Disabled Reader: Jules C. Abrams
 Early Childhood and Reading Development: Dolores Durkin
 Elections 1971-1972: Helen Huus
 Elections 1972-1973: Donald L. Cleland
 ERIC/CRIER Advisory Board: James L. Laffey and William Eller
 Evaluation: Walter H. MacGinitie
 Evaluation of Instructional Materials: Larry Harris
 Evaluation of Reading Programs: Carl B. Smith
 Evaluation of Teacher Education Programs in Reading: Grayce Ransom
 Evaluation of Tests: Roger Farr
 Headquarters: Thomas C. Barrett
 History of IRA: William C. Davies
 Inservice Education: Robert M. Wilson
 Instructional Technology and Reading: Nila Banton Smith
 International Development: Eve Malmquist
 IRA/Children's Book Council: Harold Tanyzer
 Library and Literature: Ruth K. Carlson
 Membership and Organization—United States: Jack W. Humphrey
 Paraprofessionals and Reading: Marian Lee Vick
 Parents and Reading: Lee Mountain
 Professional Standards and Ethics: David J. Yarrington
 Program: Theodore L. Harris and William K. Durr
 Subcommittee for Regional Conferences: William K. Durr
 Subcommittee for World Congress: Robert Karlin
 Psycholinguistics and Reading: Richard E. Hodges

Publications: Joseph S. Nemeth
 Reading for the Aging: Lester Emans
 Reading Development: Dorothy M. Dietrich
 Reading for the Disadvantaged: Mildred H. Freeman
 Reading for the Gifted and Creative: Michael Labuda
 Reading for the Visually Impaired: Leo F. Hanley
 Resolutions: Millard H. Black
 Studies and Research: Sara W. Lundsteen

COORDINATORS OF SPECIAL SERVICES

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July 1, 1972—June 30, 1973

President William K. Durr, Michigan State University, East Lansing, Michigan
 President-Elect Millard H. Black, Los Angeles Unified School District,
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 Past President Theodore L. Harris, University of Puget Sound, Tacoma, Washington
 Executive Secretary-Treasurer Ralph C. Staiger, University of Delaware,
 Newark, Delaware
 Assistant Executive Secretary Ronald W. Mitchell, International Reading Association,
 Newark, Delaware

Directors

Marjorie Seddon Johnson, Temple University, Philadelphia, Pennsylvania
 Robert Karlin, Queens College, City University of New York, Flushing, New York
 Olive S. Niles, State Department of Education, Hartford, Connecticut
 William Eller, State University of New York, Buffalo, New York
 William J. Iverson, Stanford University, Stanford, California
 Eunice Shad Newton, Howard University, Washington, D.C.
 Harold L. Herber, Syracuse University, Syracuse, New York
 Helen K. Smith, University of Miami, Coral Gables, Florida
 Grace S. Walby, Child Guidance Clinic of Greater Winnipeg, Winnipeg, Manitoba

Committee Chairpersons

Accountability and Performance Contracting: George B. Brain
 Basic Education and Reading: Don A. Brown
 Building Fund: Donald L. Cleland
 Bylaws: Margaret J. Early
 Canadian Organization: Grace Walby
 Citations and Awards: Jean E. Robertson
 Subcommittee on Citations Gertrude Whipple
 Subcommittee on Media Awards Bruce A. Lloyd
 Subcommittee on Research Awards Robert Emans
 Disabled Reader: Jules C. Abrams
 Early Childhood and Reading Development: Jean M. LePere
 Elections: Donald L. Cleland
 Evaluation: Walter H. MacGinitie
 Evaluation of Reading Programs: Carl B. Smith
 Evaluation of Tests: Roger Farr
 Headquarters: Robert Karlin
 History of IRA: Bob W. Jerrolds
 Improving Teacher Competencies: Richard L. Marquard
 Instructional Technology and Reading: Nila Banton Smith

Committee Chairpersons

Association of American Publishers/IRA Liaison:

Constance M. McCullough, *IRA*

Theodore Waller, *AAP*

Association of State English and Reading Supervisors/IRA Liaison:

Robert F. Kinder

Basic Education and Reading: Ann P. Hayes

Building Fund: Donald L. Cleland

Bylaws: Leonard Courtney

Canadian Organization: H. Elizabeth Orchard

Children's Book Council/IRA Liaison:

Vivian O. Windley, *IRA*

Dorothy Briley, *CBC*

Citations and Awards: Gertrude Whipple

Subcommittee on Citations of Merit Thomas D. Horn

Subcommittee on Nonprint Media Awards Jack W. Humphrey

Subcommittee on Print Media Awards Clifford Pennock

Subcommittee on Research Awards Harvey Alpert

Disabled Reader: Jules C. Abrams

Early Childhood and Reading Development: Jean M. LePere

ERIC/RCS + IRA Liaison: Leo Fay

Evaluation: David E. Wilder

Evaluation of Tests: J. Jaap Tuinman

Headquarters: William J. Iverson

History of IRA: Bob W. Jerrolds

Instructional Technology and Reading: Floyd W. Davis

International Development: Eve Malmquist

Legislative: Ralph C. Preston

Library Resources and Reading Improvement: Sara Innis Fenwick

Linguistics and Reading: Roger W. Shuy

Membership and Organization—United States: James M. Sawyer

Nominating:

Theodore L. Harris, 1973-1974

William K. Durr, 1974-1975

Open Classroom and Reading: John McInnes

Paraprofessionals and Reading: Evelyn B. Taylor

Parents and Reading: Congress of Parents and Teachers/IRA Liaison

Evelyn M. Pickarts, *IRA*

Elizabeth Mallory, *PTA*

Professional Standards and Ethics: Glen Chronister

Program:

Annual Convention Millard H. Black and Constance M. McCullough

Regional Conferences William K. Durr

World Congress, 1974 John E. Merritt

Publications: Joseph S. Nemeth

Reading for the Disadvantaged: Mildred H. Freeman

Reading for the Gifted and Creative: Michael Labuda

Resolutions: Ethel M. King

Studies and Research: S. Jay Samuels

Teacher Education (Preservice and Continuing): Harry W. Sartain

Teaching Reading to Spanish Speaking Students: A. R. Ramirez

COORDINATORS OF SPECIAL SERVICES

Convention Exhibits: Eileen E. Sargent

Convention Placement Services: Ann H. Robinson

Educational Tours: Dorothy Kendall Bracken

Appendix F

IRA CONVENTION THEMES

Year	Location	Theme
1956	Chicago	Better Readers for Our Times
1957	New York	Reading in Action
1958	Milwaukee	Reading for Effective Living
1959	Toronto	Reading in a Changing Society
1960	New York	New Frontiers in Reading
1961	St. Louis	Changing Concepts of Reading Instruction
1962	San Francisco	Challenge and Experiment in Reading
1963	Miami Beach	Reading as an Intellectual Activity
1964	Philadelphia	Improving Classroom Instruction in Reading
1965	Detroit	Reading and Inquiry
1966	Dallas	Vistas in Reading
1967	Seattle	Forging Ahead in Reading
1968	Boston	Reading in the Total School Curriculum
1969	Kansas City	Challenges and Opportunities in Reading
1970	Anaheim	Reading and the Individual
1971	Atlantic City	... that all may read
1972	Detroit	Reading, the Individual, and Society
1973	Denver	READING—Power to the Pupil
1974	New Orleans	The Teacher: Key to Excellence in Reading

Appendix G

BOOK AND AUTHOR LUNCHEON SPEAKERS

Year	Location	Speaker
1957	New York	May McNeer Lynd Ward Catherine Peare Marguerite de Angeli
1958	Milwaukee	Louis Slobodkin Rebecca Caudill Ayers Willie Ley
1959	Toronto	Natalie Savage Carlson Roderick Haig-Brown
1960	New York	Edgar D'Aulaire Ingri D'Aulaire Eleanor Estes
1961	St. Louis	Carl Carmer Jean Lee Latham
1962	San Francisco	Doris Gates
1963	Miami Beach	Lois Lenski
1964	Philadelphia	Elizabeth Gray Vining
1965	Detroit	Marguerite Henry
1966	Dallas	Robert McCloskey
1967	Seattle	Ralph Moody
1968	Boston	Nancy Larrick
1969	Kansas City	Mary Hays Weik
1970	Anaheim	Lloyd Alexander
1971	Atlantic City	Eleanor G. Vance
1972	Detroit	Isaac Bashevis Singer
1973	Denver	Ellen Raskin
1974	New Orleans	John Langstaff

Appendix H

CITATION OF MERIT AWARDS

Year	Name of Recipient
1957	Donald L. Cleland
1958	William S. Gray
1961	Arthur I. Gates
1962	James M. McCallister
1962	Ruth Strang
1963	Guy Buswell
1963	Gerald A. Yoakam
1963	Miles A. Tinker
1964	Paul A. Witty
1965	Nila Banton Smith
1966	Gertrude Whipple
1967	Constance M. McCullough
1967	George B. Schick
1967	Russell G. Stauffer
1967	Edgar Bergen
1968	Albert J. Harris
1969	Helen M. Robinson
1969	Ralph C. Staiger
1970	Donald D. Durrell
1970	Dorothy Kendall Bracken
1971	Emmett A. Betts
1972	Guy L. Bond
1973	Edgar Dale
1973	J. Allen Figurel
1974	William D. Sheldon
1974	Mogens Jansen

Appendix I

SPECIAL SERVICE AWARDS

Year	Site of Presentation	Name of Winner
1971	Atlantic City	Edward Hallack
1972	Detroit	Joyce M. Morris

Appendix J

INTERNATIONAL AWARDS IN READING

Year	Site of Presentation	Recipient
1968	Copenhagen, Denmark	Arthur I. Gates
1969	Kansas City, Missouri, United States	Constance M. McCullough
1970	Sydney, Australia	Eve Malmquist
1972	Buenos Aires, Argentina	Marion D. Jenkinson
1974	Vienna, Austria	Nila Banton Smith

Appendix K

ANNUAL MEDIA AWARDS*

Year	Recipient	Newspaper
1965	Elmer Bertelson	<i>Houston Chronicle</i>
1966	Edna Folz	<i>Evansville Press</i>
1967	Lucia Mouat	<i>Christian Science Monitor</i>
1968	Jack McCurdy	<i>Los Angeles Times</i>
1969	David Lore	<i>Columbus (Ohio) Dispatch</i>
1970	Janet Chusmir	<i>Miami (Florida) Herald</i>
1971	Kenneth J. Rabben	<i>Baltimore News American</i>
1972	Josephine M. Novak	<i>Baltimore Evening Sun</i>
1973	David W. Masters	<i>Springfield Daily News</i>
1974	Camille Curro	<i>Buffalo (New York) Courier Express</i>

*Known as Annual News Awards until 1973.

Appendix L

OUTSTANDING DISSERTATION AWARDS

Year	Name of Winner	Title of Dissertation	University
1964	Robert B. Ruddell	"An Investigation of the Effects of the Similarity of Oral and Written Patterns of Language Structure on Reading Comprehension"	Indiana University
1965	Helen K. Smith	"The Responses of Good and Poor Readers When Asked to Read for Different Purposes"	University of Chicago
1966	Wilbur S. Ames	"A Study of the Process by Which Readers Determine Word Meaning through the Use of Verbal Context"	University of Missouri
1967	Jean E. Robertson	"An Investigation of Pupil Understanding of Connectives in Reading"	University of Alberta
1968	Anne O. Stemmler	"Reading of Highly Creative versus Highly Intelligent Secondary Students"	University of Chicago
1969	Marguerite B. Bougere	"Selected Factors in Oral Language Related to First Grade Reading Achievement"	University of Chicago
1970	Hildred I. Rawson	"A Study of the Relationships and Development of Reading and Cognition"	University of Alberta
1971	William T. Fagan	"An Investigation Into the Relationship between Reading Difficulty and the Number and Types of Sentence Transformations"	University of Alberta
1972	Robert K. Jackson	"An Examination of the Role of Memory Process in Reading Comprehension"	University of Alberta
1972	Diane J. Sawyer	"To Investigate the Hypothesis that Intrasentence Grammatical Constraints Guide Reading Sampling of the Visual Display"	Cornell University
1972	Barbara D. Stoodt	"The Relationship between Memory Processes in Reading Comprehension"	Ohio State University
1973	Carita A. Chapman	"A Test of a Hierarchical Theory of Reading Comprehension"	University of Chicago
1973	Joseph A. Kretschmer	"Measuring Reading Comprehension"	Ohio State University
1973	Norma I. Mickelson	"Associate Verbal Encoding (a/v/e): A Measure of Language Performance and Its Relationship to Reading Achievement"	University of Victoria
1974	Richard L. Allington	"An Evaluation of the Use of Color Cues to Focus Attention in Discrimination and Paired-Associate Learning"	Michigan State University
1974	Raymond J. Horton	"The Construct Validity of Cloze Procedure: An Exploratory Factor Analysis of Cloze Paragraph Reading and Structure-of-Intellect Tests"	Hofstra University
1974	Ross Oliver M. Latham	"Cognitive Synthesis in the Comprehension of Written Language"	University of Alberta
1974	Fillmore K. Peltz	"The Effect Upon Comprehension of Repatterning Based Upon Students' Writing Patterns"	Hofstra University
1974	Charles W. Peters	"A Comparison between the Frayer Model of Concept Attainment and the Textbook Approach to Concept Attainment"	University of Wisconsin
1974	Laurence Walker	"A Comparative Study of Selected Reading and Listening Processes"	University of Alberta

Appendix M

INTERNATIONAL READING ASSOCIATION ELECTION RESULTS

1958-1972

Based on candidates' primary places of employment at election time. Some candidates have since changed positions, but all had classroom teaching experience during their careers.

Presidential Candidates

	Successful	Unsuccessful	Total
University Employed	13 (86.7%)	11 (73.3%)	24 (80%)
School Employed	2 (13.3%)	4 (26.3%)	6 (20%)

Board Candidates

	Successful	Unsuccessful	Total
University Employed	32 (69.6%)	35 (67.3%)	67 (68.3%)
School Employed	14 (30.4%)	17 (32.8%)	31 (31.7%)

Appendix M (continued)

DISTRIBUTION BY GEOGRAPHIC REGION OF INDIVIDUALS NOMINATED
AND INDIVIDUALS ELECTED DURING IRA ELECTIONS FROM 1961-1972

Presidential Elections

Region	East	Great Lakes	South East	Far West	Plains	South West	Rocky Mountains	Canada	Overseas	Total Membership
Membership (March 1971)	7925	5438	4873	4636	3066	1903	832	903	371	29997
% of Total Membership	26%	18%	16%	16%	10%	6%	3%	3%	1%	
1961	1* (1)**	1 (0)								
1962	1 (1)			1 (0)						
1963	1 (0)				1 (1)					
1964						1 (1)		1 (0)		
1965				1 (1)				1 (0)		
1966		1 (1)		1 (0)						
1967		1 (1)			1 (0)					
1968	1 (0)				1 (1)					
1969	1 (1)		1 (0)							
1970				1 (1)					1 (0)	
1971	1 (0)	1 (1)								
1972			1 (0)	1 (1)						
Total	6* (3)**	4 (3)	2 (0)	5 (3)	3 (2)	1 (1)	0 (0)	2 (0)	1 (0)	

*Nominated

**Elected

Appendix M (continued)

DISTRIBUTION BY GEOGRAPHIC REGION OF INDIVIDUALS NOMINATED
AND INDIVIDUALS ELECTED DURING IRA ELECTIONS FROM 1961-1972

Board Elections

Region	East	Great Lakes	South East	Far West	Plains	South West	Rocky, Mountains	Canada	Overseas	Total Membership
Membership (March 1971)	7925	5438	4873	4686	3066	1903	832	903	371	29997
% of Total Membership	26%	18%	16%	16%	10%	6%	3%	3%	1%	
1961	3* (0)**	1 (1)			1 (1)	1 (1)				
1962	1 (1)	2 (1)		1 (0)	1 (0)			1 (1)		
1963	2 (0)	1 (1)	1 (0)	1 (1)				1 (1)	1 (0)	
1964	4 (3)	2 (0)	2 (1)	1 (0)	2 (0)				1 (1)	
1965		1 (1)	1 (0)	1 (0)	1 (1)			1 (1)		
1966	1 (1)	3 (1)		1 (0)						
1967			1 (0)	2 (1)	1 (1)	2 (1)				
1968	1 (0)	2 (1)	1 (1)				1 (0)	1 (1)		
1969	1 (0)	3 (2)	1 (0)	1 (1)						
1970	3 (3)	2 (0)		1 (0)						
1971	2 (1)	1 (0)	1 (1)	1 (1)				1 (0)		
1972	1 (1)	1 (0)	2 (1)			1 (0)		1 (1)		
Total	19* (10)**	19 (8)	10 (4)	10 (4)	6 (3)	4 (2)	1 (0)	6 (5)	2 (1)	

*Nominated **Elected

Note: In 1964, four Board members were elected (one to fill the post vacated by Constance McCullough when she accepted an overseas assignment). In 1964, eleven individuals were nominated for the Board of Directors; six individuals were nominated in all other years covered by this report.

Appendix M (continued)

DISTRIBUTION BY GEOGRAPHIC REGION OF INDIVIDUALS NOMINATED
AND INDIVIDUALS ELECTED DURING IRA ELECTIONS FROM 1961-1972

Composite (Board and President)

Region	East	Great Lakes	South East	Far West	Plains	South West	Rocky Mountains	Canada	Overseas	Total Membership
Membership (March 1971)	7925	5438	4973	4686	3066	1903	832	903	371	29997
% of Total Membership	26%	18%	16%	16%	10%	6%	3%	3%	1%	
Board	19* (10)**	19 (8)	10 (4)	10 (4)	6 (3)	4 (2)	1 (0)	6 (5)	2 (1)	
President	6 (3)	4 (3)	2 (0)	5 (3)	3 (2)	1 (1)	0 (0)	2 (0)	1 (0)	
Total	25* (13)**	23 (11)	12 (4)	15 (7)	9 (5)	5 (3)	1 (0)	8 (5)	3 (1)	

*Nominated **Elected

Appendix M (continued)

EXPECTANCY CHARTS BASED ON PERCENTAGE OF MEMBERSHIP IN EACH REGION

Board and President (Nominations)

(Expectancy = Percentage of membership in region $\times$ total number nominated 1961-1972)

Region	East	Great Lakes	South East	Far West	Plains	South West	Rocky Mountains	Canada	Overseas
% of Membership	26%	18%	16%	16%	10%	6%	3%	3%	1%
Expected Nominations	26	18	16	16	10	6	3	3	1
Actual Nominations	25	23	12	15	9	5	1	8	3

Board and President (Elections)

(Expectancy = Percentage of membership in region $\times$ total number nominated 1961-1972)

Region	East	Great Lakes	South East	Far West	Plains	South West	Rocky Mountains	Canada	Overseas
% of Membership	26%	18%	16%	16%	10%	6%	3%	3%	1%
Expected No. Elected	13	9	8	8	5	3	1	1	< 1
Actual No. Elected	13	11	4	7	5	3	0	5	1

Appendix M (continued)

ELECTION DISTRIBUTION BY SEX

1961-1972

	Board of Directors		President		Composite	
	Male	Female	Male	Female	Male	Female
1961	2* (2)**	4 (1)	2* (1)**		4* (3)**	4 (1)
1962	4 (1)	2 (2)		2 (1)	4 (1)	4 (3)
1963	2 (2)	4 (1)	2 (1)		4 (3)	4 (1)
1964	8 (3)	3 (2)	1 (0)	1 (1)	9 (2)	4 (3)
1965	4 (1)	2 (2)		2 (1)	4 (1)	4 (3)
1966	5 (2)	1 (1)	2 (1)		7 (3)	1 (1)
1967	3 (1)	3 (2)	2 (1)		5 (2)	3 (2)
1968	4 (1)	2 (2)		2 (1)	4 (1)	4 (3)
1969	2 (1)	4 (2)	2 (1)		4 (2)	4 (2)
1970	4 (1)	2 (2)	2 (1)		6 (2)	2 (2)
1971	4 (2)	2 (1)	2 (1)		6 (3)	2 (1)
1972	3 (1)	3 (2)	1 (1)	1 (0)	4 (2)	4 (2)
Total	45* (17)**	32 (20)	16* (8)**	8 (4)	61* (25)**	40 (24)

*Nominated

**Elected

Appendix N

INDIVIDUAL IRA PUBLICATIONS

1956-1974

Annotated Bibliography Series

Title	Compilers	Date of Publication
Adult Basic Reading Instruction in the United States	David Ford and Eunice Nicholson	1967
Bibliotherapy	Corinne Riggs	1971 (revised)
Case Studies in Reading	Thaddeus M. Treia and George J. Becker	1971
Classroom Organization for Reading Instruction	George D. Spache	1965
Comprehension in Reading	Richard T. Green	1971
Contingency Management and Reading	David H. Ford and Mildred A. Fitzgerald	1973
Critical Reading: A Broader View	William Eller and Judith G. Wolf	1969
High School Reading Programs	Walter Hill	1965
Individualized Reading	Harry W. Sartain	1970 (revised)
Introduction to the Cloze Procedure	Richard D. Robinson	1972
Issues in Language and Reading Instruction of Spanish Speaking Children	Carl L. Rosen and Philip D. Ortego	1969
Junior-Community College Reading/Study Skills	Gene Kerstiens	1971
Language Experience Approach to Reading Instruction	Lillian K. Spitzer	1967
Linguistics, Psycholinguistics, and the Teaching of Reading	Yetta M. Goodman and Kenneth S. Goodman	1971 (revised)
Providing Clinical Services in Reading	Roy A. Kress and Marjorie S. Johnson	1964
Readability and Reading	Barbara Seels and Edgar Dale	1971 (revised)
Reading and the Deaf Learner	Leif Fearn and Amelia Martucci	1969
Reading and the Kindergarten	Dolores Durkin	1969 (revised)
Reading in the Content Fields	Leo Fay	1969 (revised)
Reading Programs in Secondary Schools	Walter Hill and Norma Bartin	1971
Social Class and Regional Dialects: Their Relationship to Reading	Louis V. Zuck and Yetta M. Goodman	1971
Sources of Good Books and Magazines for Children	Winifred C. Ladley	1970 (revised)
Sources of Good Books for Poor Readers	George D. Spache	1969 (revised)
Sources of Reading Research	Gus P. Plessas	1965
Speed Reading	Allen Berger	1970 (revised)
Visual Perception and Its Relation to Reading	Magdalen D. Vernon	1973 (revised)

Convention Publications

Title	Editors	Date of Publication
Abstracts of Annual Conventions	Joseph A. Nemeth	1969-1974
Assessment Problems in Reading	Walter H. MacGinitie	1973
Better Readers for Our Times	William S. Gray and Nancy Larrick	1956
Better Reading in Urban Schools	J. Allen Figurel	1972
Challenge and Experiment in Reading	J. Allen Figurel	1962
Changing Concepts of Reading Instruction	J. Allen Figurel	1961
Children and Literature	Jane H. Catterson	1970
Combining Research Results and Good Practice	Mildred A. Dawson	1967
Current Issues in Reading	Nila Banton Smith	1969
Decade of Innovations: Approaches to Beginning Reading	Elaine C. Vilasek	1968
Diagnostic Viewpoints in Reading	Robert Leibert	1971
Forging Ahead in Reading	J. Allen Figurel	1968
Fusing Reading Skills and Content	H. Alan Robinson and Ellen Lamar Thomas	1969
Improvement of Reading through Classroom Practice	J. Allen Figurel	1964
Individualized Reading Program: A Guide for Classroom Teaching	Lyman C. Hunt, Jr.	1967
Ivory, Apes, and Peacocks: The Literature Point of View	Sam Leaton Sebesta	1968
Language, Reading, and the Communication Process	Carl Braun	1971
Literacy for Diverse Learners	Jerry Johns	1974
Meeting Individual Needs in Reading	Helen K. Smith	1971
New Frontiers in Reading	J. Allen Figurel	1960
Perception and Reading	Helen K. Smith	1968
Quest for Competency in Teaching Reading	Howard A. Klein	1972
Reaching Children and Young People through Literature	Helen W. Painter	1971
Reading and Inquiry	J. Allen Figurel	1966
Reading and Realism	J. Allen Figurel	1969
Reading as an Intellectual Activity	J. Allen Figurel	1963
Reading Diagnosis and Evaluation	Dorothy DeBoer	1970
Reading Difficulties: Diagnosis, Correction, and Remediation	William K. Durr	1970
Reading Disability and Perception	George D. Spache	1969
Reading for Effective Living	J. Allen Figurel	1958
Reading Goals for the Disadvantaged	J. Allen Figurel	1970
Reading in Action	J. Allen Figurel	1957
Reading in a Changing Society	J. Allen Figurel	1959
Reading Methods and Teacher Improvement	Nila Banton Smith	1971
Some Persistent Questions on Beginning Reading	Robert C. Aukerman	1972
Theoretical Models and Processes of Reading	Harry Singer and Robert Ruddell	1970

Convention Publication

Title	Editors	Date of Publication
Upgrading Elementary Reading Programs	Gertrude Whipple	1966
Views on Elementary Reading Instruction	Thomas C. Barrett and Dale D. Johnson	1973
Vistas in Reading	J. Allen Figurel	1967

Highlights of Convention Institutes

Title	Editors	Date of Publication
Bold Action Programs for the Disadvantaged: Elementary Reading Culturally Deorived Reader	Paul C. Berg, John George, and Gertrude Whipple	1966
Current Administrative Problems in Reading	Leonard Courtney and Charlotte Brooks	1966
Inservice Programs in Reading	Paul C. Berg, John George, and Thorsten Carlson	1968
Inservice Reading Programs for Elementary and Secondary Schools	Paul C. Berg, John George, and Dwane Russell	1968
Junior College Reading Programs	James F. Kerfoot and Ira E. Aaron	1967
Linguistics and Reading	Paul C. Berg, John George, and Horst Taschow	1968
Organization for Reading in the Elementary School	Leonard Courtney and Priscilla Tyler	1966
Psycholinguistics and the Teaching of Reading	James F. Kerfoot and J. Richard Chambers	1967
Reading and the Cognitive Processes	Kenneth S. Goodman and James T. Fleming	1969
Reading and Concept Attainment	James F. Kerfoot and Russell G. Stauffer	1967
Reading and the Elementary School Curriculum	Paul C. Berg, John George, and Russell G. Stauffer	1968
Reading for the Disadvantaged	David L. Shepherd	1969
Research Designs in Reading	James F. Kerfoot and Millard H. Black	1967
Role of the Reading Consultant	James F. Kerfoot and John R. Bormuth	1967
Some Administrative Problems of Reading Clinics	Leonard Courtney and Dorothy M. Dietrich	1966
Use of Theoretical Models in Research	Leonard Courtney and Albert J. Harris	1966
	Leonard Courtney and Albert J. Kingston	1966

Perspectives in Reading Series

Title	Editors	Date of Publication
Children, Books, and Reading	Mildred A. Dawson	1964
College-Adult Reading Instruction	Paul D. Leedy	1964
Corrective Reading in the Elementary School Classroom	Marjorie S. Johnson and Roy A. Kress	1967
Corrective Reading in the High School Classroom	H. Alan Robinson and Sidney J. Rauch	1966
Developing Study Skills in Secondary Schools	Harold L. Herber	1965

Perspectives in Reading Series

Title	Editors	Date of Publication
Evaluating Books for Children and Young People	Helen Huus	1968
Evaluation of Children's Reading Achievement	Thomas C. Barrett	1967
First Grade Reading Programs	James F. Kerfoot	1966
Folklore and Folktales Around the World	Ruth Kearney Carlson	1972
New Look at Reading in the Social Studies	Ralph C. Preston	1969
Organizing for Individual Differences	Wallace Z. Ramsey	1967
Parents and Reading	Carl B. Smith	1971
Reading and Revolution: Role of Reading in Today's Society	Dorothy Dietrich and Virginia Mathews	1970
Reading, Children's Books, and Our Pluralistic Society	Harold Tanyzer and Jean Karl	1972
Reading Instruction in Secondary Schools	Margaret J. Early	1964
Reading in the Middle School	Gerald G. Duffy	1974
Social Perspectives on Reading	James B. Macdonald	1973
Strategies for Adult Basic Education	Joseph A. Mangano	1969

Reading Aids Series

Title	Authors	Date of Publication
Conducting Inservice Programs in Reading	Ira E. Aaron, Byron Callaway, and Arthur V. Olson	1965
Critical Reading Develops Early	Dorris Lee, Alma Bingham, and Sue Woelfel	1968
Evaluating Reading and Study Skills in the Secondary Classroom	Ruth G. Viox	1968
Guidance and the Teaching of Reading	Ruth Strang	1969
How to Read a Book	Eileen E. Sargent, Helen Huus, and Oliver Andresen	1970
Informal Reading Inventories	Marjorie S. Johnson and Roy A. Kress	1965
Inservice Education to Improve Reading Instruction	Wayne Otto and Lawrence Erickson	1973
Perceptual and Language Readiness Programs	Maurice Kaufman	1973
Reading for Children Without: Our Disadvantaged Youth	Gertrude Whipple and Millard H. Black	1966
Reading Tests for the Secondary Grades	William Blanton, Roger Farr, and J. Jaap Tuinman, Editors	1972
Teaching Critical Reading at the Primary Level	Russell G. Stauffer and Ronald Cramer	1968
Teaching Reading Skills through the Newspaper	Arnold B. Cheyney	1971
Television and the Classroom Reading Program	George J. Becker	1973
Tests of Reading Readiness and Achievement	Roger Farr and Nicholas Anastasiow	1969

Selected IRA Reprints

Title	Compilers/Editors	Date of Publication
Developing Comprehension Including Critical Reading	Mildred A. Dawson, Compiler	1968
Developing High School Reading Programs	Mildred A. Dawson, Compiler	1967
Teaching Word Recognition Skills	Mildred A. Dawson, Compiler	1970
First Grade Reading Studies	Russell G. Stauffer, Editor	1967

World Congress Proceedings

Title	Editors	Date of Publication
Improving Reading Ability Around the World	Dorothy K. Bracken and Eve Maimquist	1971
Reading: A Human Right and a Human Problem	Ralph C. Staiger and Oliver Andresen	1969
Reading for All	Robert Karlin	1973
Reading Instruction: An International Forum	Marion D. Jenkinson	1967

Special Interest Publications

Title	Authors/Editors	Date of Publication
American Reading Instruction Annual Report	Nila Banton Smith	1965 Yearly
Creative Reading for Gifted Learners: A Design for Excellence	Michael Labuda, Editor	1974
Development of Lifetime Reading Habits Directory	Dorothy M. Dietrich and Virginia H. Mathews, Editors	1968 Yearly
Evaluation of Teacher Education Programs in Reading	Grayce A. Ransom, Editor	1973
Graduate Programs and Faculty in Reading	Stanley F. Wanat, Editor	1973
Handbook for Developing an NDEA Institute in Reading	Jack W. Humphrey, Editor	1966
Handbook for the Volunteer Tutor	Sidney J. Rauch	1969
Helping Your Child Grow in Reading	William K. Durr, Donald E. Carline, Martha Dallmann, and Kenneth J. Smith	1967
IRA: A Forward Look	Nila Banton Smith	1969
Invitational Addresses	Arthur I. Gates, James M. McCallister, Nila Banton Smith, Ruth Strang, Miles A. Tinker, and Paul A. Witty	1965
Linguistic Communication: Perspectives for Research	George A. Miller, Editor	1974
Measuring Reading Performance	William Blanton, Roger Farr, and J. Jaap Tuinman, Editors	1974
Modular Preparation for Teaching Reading	Harry W. Sartain and Paul E. Stanton, Editors	1974
Poetry and Children	Helen W. Painter	1970
Preparation of Textbooks in the Mother Tongue	Constance M. McCullough	1968

Special Interest Publications

Title	Authors/Editors	Date of Publication
Reading for the Gifted and the Creative Student	Paul A. Witty, Editor	1971
20 Year Annotated Index to The Reading Teacher	Edward G. Summers, Editor	1969

Publications Produced Cooperatively by IRA and Others (ERIC/CRIER, ERIC/RCS, NRC, AECT, ASCD, NCTE, AACTE)

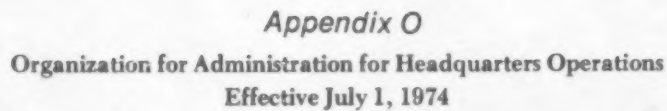
Title	Authors/Editors	Date of Publication
An Imperative: A National Policy for Teacher Education	Paul Masoner	1972
Children and Oral Language	Heleen K. Mackintosh, Editor	1964
Cloze Procedure as a Teaching Technique	Eugene Jongama	1971
Guide to Information Sources for Reading	Bonnie Davis	1971
How Can I Encourage My Primary Grade Child to Read?	Molly Kayes Ransbury	1972
How Can I Get My Teenager to Read?	Rosemary Winebrenner	1971
How Can I Help My Child Get Ready to Read?	Norma Rogers	1972
How Can I Help My Child Learn to Read English as a Second Language?	Marcia Baghban	1972
How Does My Child's Vision Affect His Reading?	Donald W. Eberly	1972
Inservice Teacher Training in Reading	Lawrence G. Moburg	1972
Intersensory Transfer, Perceptual Shifting, Modal Preference, and Reading	John Paul Jones	1972
Language Differences: Do They Interfere?	James Laffey and Roger Shuy, Editors	1973
Language Experience Approach for the Culturally Disadvantaged	MaryAnne Hall	1972
Measurement of Reading Achievement	Roger Farr, Compiler	1971
Measurement of Reading Flexibility	Earl F. Rankin	1974
Measuring Growth in Appreciation of Literature	Charles R. Cooper	1972
Methods of Reading Instruction	James Laffey, Compiler	1971
Oral Language: Expression of Thought	Nicholas Anastasiow	1971
Organization and Administration of School Reading Programs	Leo Fay, Compiler	1971
Politics of Reading: Point-Counterpoint	Rosemary Winkeljohann, Editor	1973
Reading Diagnosis and Remediation	Ruth Strang	1968
Reading in the Content Areas	James Laffey, Editor	1972
Reading Research: Methodology, Summaries, and Application	Leo Fay, Compiler	1971
Reading: What Can be Measured?	Roger Farr	1970
Self-Concept and Reading	Ivan Quandt	1972
Teaching Reading As Concept Development	George H. Henry	1974

**Publications Produced Cooperatively by IRA and Others
(ERIC/CRIER, ERIC/RCS, NRC, ACEI, ASCD, NCTE, AACTE)**

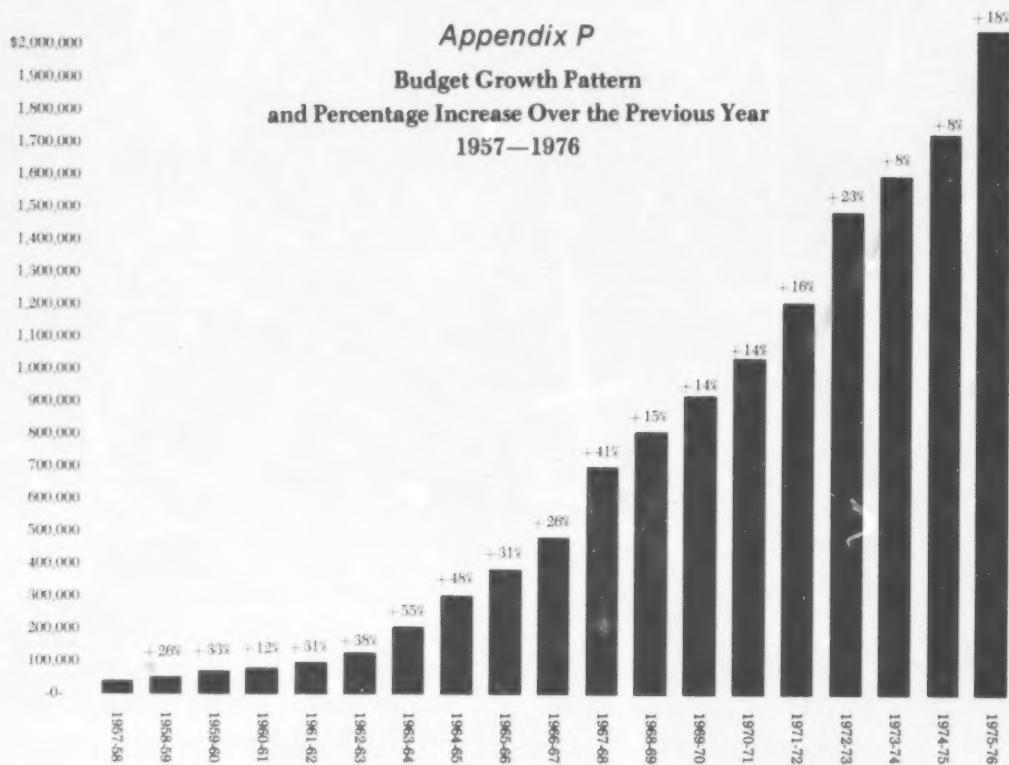
Title	Authors/Editors	Date of Publication
Trends and Practices in Secondary School Reading	A. Sterl Artley	1965
Use of Behavioral Objectives in Education	Diane Lapp	1972
Vision-Visual Discrimination	Samuel Weintraub	1973
What Books and Records Should I Get for my Preschooler?	Norma Rogers	1972
What is Reading Readiness?	Norma Rogers	1971
Why Read Aloud to Children?	Julie M. T. Chan	1974

USOE Target Series (Interpretive Studies on Conquering Reading Problems)

Title	Authors	Date of Publication
Reading Problems and the Environment: The Principal's Role	Carl Smith, Barbara Carter, and Gloria Dapper	1969
Establishing Central Reading Clinics: The Administrator's Role	Carl Smith, Barbara Carter, and Gloria Dapper	1969
Treating Reading Disabilities: The Specialist's Role	Carl Smith, Barbara Carter, and Gloria Dapper	1969
Correcting Reading Problems in the Classroom	Carl Smith, Barbara Carter, and Gloria Dapper	1969



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Appendix Q
Individual/Institutional Membership
 1956—1976

